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ABSTRACT

This teacher's guide accompanies a program designed as an introduction to Spanish as a second language in a daily, 4-hour elementary summer school program of 4 weeks in duration. The program is described as an activity-oriented, communication-based elementary foreign language immersion program. Detailed plans are provided for the first three weeks, with the fourth week reserved for review and culminating activities. The lessons are designed to be adaptable to other elementary foreign language programs of varying duration. The guide includes a description of the program; a vocabulary section; suggested daily activities; a basic materials list; and five appendices which constitute the greater part of the document. The five appendices consist of: (1) activity sheets; (2) visual aids; (3) suggestions for cultural activities; (4) two stories with accompanying illustrations; and (5) word search and crossword puzzle activities. (SR)

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# Hablamos Español

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An Elementary Foreign Language Summer School Program

Grades K - 8

A Guide for Teachers

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# HABLAMOS ESPAÑOL!

An Elementary Foreign Language Summer School Program

Grades K-8

A Guide for Teachers

Department of Elementary and Secondary Education
Division of Curriculum and Instruction
Milwaukee Public Schools

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## ACKNOWLEDGEMENT

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## PROGRAM DESCRIPTION

This program is designed as an introduction to a second language in a daily four-hour elementary summer school program of four weeks in duration. The lesson plans are a guide to an activity-oriented, communication-based elementary foreign language program using an immersion approach. Detailed plans are given for the first three weeks, with the fourth week reserved for review and culminating activities. The lessons are easily adaptable to other elementary foreign language programs of varying length and duration.

### Program Objectives

#### Comprehension

At the end of the four week program, students will demonstrate aural comprehension of colors, numbers, greetings and other functional expressions by:

- responding to commands
- reacting to objects, pictures and flashcards by showing or pointing to them.

#### Production

At the end of the four week program, students will demonstrate the ability to carry out simple oral communicative interchanges by:

- verbalizing greetings, leave-takings, and asking permission
- giving short oral descriptions of objects or pictures, correctly using number words, nouns, and adjectives
- naming the days of the week
- describing the weather
- describing feelings
- responding to and asking simple questions.

#### Cultural Awareness

In experiencing the cultural components of this program, the students will appreciate and enjoy the songs, rhymes, games and stories of another culture, and will develop an awareness and appreciation of the similarities and differences between cultures.

## Use of the Target Language

In order to achieve the objectives of this program, all instruction is in the second language. No English is spoken to the students by the classroom teacher. The following curriculum and lessons facilitate instruction using the immersion approach. Teachers should assume that students will understand the second language and will find the students comprehending and responding within a very short time. By using repetition, gestures, pictures, realia, puppets and comprehension-based activities such as Total Physical Response (T.P.R.), the children will readily learn the new language entirely through the target language.

## Daily Lesson Description

The lessons are divided into the following areas:

Objectives: a general description of objectives to be achieved.

Materials: a list of materials and equipment needed for the listed activities.

Warm Up: activities to begin the class period.

Activities: a suggested sequence of introductory, reinforcement, cultural and closing activities.

Teachers should use their creativity and discretion in using and adapting these lessons and activities to provide an interesting and educational experience for their students.

## Miscellaneous Suggestions

### Bulletin Board

- --calendar; perhaps including seasons
- --colors and their names
- --clocks showing the beginning and end of the school day as well as recess
- --illustrated alphabet cards
- --numbers and illustrations representing each number
- --different types of weather

### Snack Time

A daily snack/rest time is recommended after recess. This provides a good opportunity to introduce names of food and courtesy expressions.

### Target Language Books

Books in the target language on display in the classroom.

### Field Trips

A field trip to a zoo is recommended during the third or fourth week to reinforce animal vocabulary.

### Visuals

Any of the visuals found in the appendices may be cut out and mounted for use on a flannel or magnet board.

The small alphabet, clown, weather and feelings visuals are designed to be cut apart with a paper cutter and may be used as flashcards.

The smaller clown pictures can be cut apart and used a few at a time as masters for teacher-prepared materials.

# VOCABULARIO

| Days of the Week | Los Dias de la Semana |
|---|---|
| Sunday | Domingo |
| Monday | Lunes |
| Tuesday | Martes |
| Wednesday | Miercoles |
| Thursday | Jueves |
| Friday | Viernes |
| Saturday | Sabado |

| The Weather | El Tiempo |
|---|---|
| It is sunny. | Hace Sol. |
| It is raining. | Esta lloviendo. |
| It is cloudy. | Esta nublado. |
| It is stormy. | Esta Haciendo relampago. |
| It is windy. | Hae viento. |
| It is snowing. | Esta nevando. |

## El Alfabeto

| | |
|---|---|
| A | el avion |
| B | el barco |
| C | la cama |
| Ch | el chivo |
| D | los dientes |
| E | la estrella |
| F | la flor |
| G | el gato |
| H | el hueso |
| I | la iglesia |
| J | la jirafa |
| l | el lapiz |
| ll | la llave |
| m | la manzana |
| n | la naranja |
| n | la piña |
| o | el ojo |
| p | el perro |
| q | el queso |
| r | la regla |
| rr | el carro |
| s | la silla |
| t | las tijeras |
| U | las uvas |
| V | la vipera |
| W | el wagon |
| X | el xilofono |
| Y | el yo-yo |
| Z | el zapato |

| Colors | Los Colores |
|---|---|
| red | rojo |
| orange | anaranjado |
| yellow | amarillo |
| green | verde |
| blue | azul |
| purple | morado |
| black | negro |
| brown | café |
| white | blanco |
| pink | rosado |
| gray | gris |

| Numbers | Los Numeros |
|---|---|
| one | uno |
| two | dos |
| three | tres |
| four | cuatro |
| five | cinco |
| six | seis |
| seven | siete |
| eight | ocho |
| nine | nueve |
| ten | diez |
| eleven | once |
| twelve | doce |
| thirteen | trece |
| fourteen | catorce |
| fifteen | quince |
| sixteen | dieciseis |
| seventeen | diecisiete |
| eighteen | dieciocho |
| nineteen | diecinueve |
| twenty | veinte |
| twenty-one | veintiuno |
| twenty-two | veintidos |
| twenty-three | veintitres |
| twenty-four | veinticuatro |
| twenty-five | veinticinco |
| twenty-six | veintiseis |
| twenty-seven | veintisiete |
| twenty-eight | veitiocho |
| twenty-nine | veintinueve |
| thirty | treinta |
| forty | cuarenta |
| fifty | cincuenta |
| sixty | sesenta |
| seventy | setenta |
| eighty | ochenta |
| ninety | noventa |
| one hundred | cien/ciento |

| Classroom Objects | Sala de Clase |
|---|---|
| book | el libro |
| pencil | el lapiz |
| pen | la pluma |
| chalk | la tiza |
| chalkboard | el pizarrón |
| paper | el papel |
| crayons | los crayones |
| scissors | las tijeras |
| paste | la pegadura |
| window | la ventana |
| door | la puerta |
| desk | el pupitre |
| | la puerta |
| chair | la silla |
| table | la mesa |
| light | la luz |
| floor | el piso |
| wall | la pared |
| flag | la bandera |
| wastebasket | el cesto |

| Body Parts | El Cuerpo |
|---|---|
| head | la cabeza |
| arm | el brazo |
| leg | la pierna |
| hand | la mano |
| foot | el pie |
| finger | el dedo |
| toe | el dedo/del pie |
| knee | la rodilla |
| shoulder | el hombro |
| face | la cara |
| hair | el pelo |
| eye | el ojo |
| ear | la oreja |
| nose | la nariz |
| mouth | la boca |
| teeth | los dientes |

| Clothing | La Ropa |
|---|---|
| shirt | la camisa |
| blouse | la blusa |
| pants | los pantalones |
| skirt | la falda |
| dress | el vestido |
| shoes | los zapatos |
| socks | los calcetines |
| shorts | los pantalones cortos |
| sandals | las sandalias |
| glasses | los leutes |
| belt | la faja |
| hat | el sombrero |
| umbrella | la sombrilla |
| coat | el abrigo |
| sweater | el suéter |
| jacket | la chaqueta |

| People/Family | La Familia |
|---|---|
| Mr. | Señor |
| Mrs. | Señora |
| Miss | Señorita |
| boy | el muchacho |
| girl | la muchacha |
| man | el hombre |
| woman | la mujer |
| child | el niño |
| children | los niños |
| family | la familia |
| mother | la madre |
| father | el padre |
| brother | el hermano |
| sister | la hermana |
| baby | el bebe |
| grandfather | el abuelo |
| grandmother | la abuela |

| House | La Casa |
|---|---|
| house | la casa |
| living room | la sala |
| kitchen | la cocina |
| dining room | el comedor |
| bathroom | el bano |
| bedroom | el dormitorio |
| chair | la silla |
| table | la mesa |
| lamp | la lampara |
| bed | la cama |
| dresser | el tocador |
| television | la televisión |
| radio | el radio |
| rug | la alfombra |
| curtains | las cortinas |

| Food | La Comida |
|---|---|
| fruit | la fruta |
| apple | la manzana |
| banana | la banana |
| orange | la naranja |
| grapes | las uvas |
| vegetable | la verdura |
| carrot | la zanahoria |
| corn | el maiz |
| lettuce | la lechuga |
| tomato | el tomate |
| potato | la papa |
| meat | la carne |
| cheese | el queso |
| milk | el leche |
| bread | el pan |
| cooky | la galleta |
| ice cream | el helado |
| lunch | el almuerzo |
| plate | el plato |
| cup | la taza |
| glass | el vaso |
| fork | el tenedor |
| knife | el cuchillo |
| spoon | la cuchara |
| napkin | la servilleta |

| Animals | Los Animales |
|---|---|
| animal | el animal |
| dog | el perro |
| cat | el gato |
| bird | el pájaro |
| fish | el pez |
| rabbit | el conejo |
| horse | el caballo |
| cow | la vaca |
| chicken (hen) | la gallina |
| pig | el cerdo |
| duck | el pato |
| bear | el oso |
| elephant | el elefante |
| tiger | el tigre |
| lion | el león |
| monkey | el mono |

| Places | Los Lugares |
|---|---|
| farm | granja, chacra |
| zoo | zoológico |
| park | el parque |
| school | la escuela |
| restaurant | el restaurante |
| bakery | |
| grocery store | |
| butcher shop | el mercado |
| pastry shop | la plaza |
| candy shop | la playa |

| Feelings and other expressions | Sentimientos y otras expresiones |
|---|---|
| I am happy. | Me siento feliz |
| I am sad. | Me siento triste |
| I am hungry. | Tengo hambre |
| I am cold. | Tengo frio |
| I am sick. | Me siento enfermo |
| I am hot. | Tengo calor |
| I am proud. | Me siento orgullosa |
| I am afraid. | Tengo miedo |
| I am angry. | Me siento enojada |
| I am embarrassed. | Me pongo rojo |

## Action Verbs For Clown Pictures

| | |
|---|---|
| stand up | levantar (ponerse de pies) |
| stop | pararse |
| turn around | volver (dar la vuelta) |
| touch | tocar |
| shout | gritar |
| whistle | silbar (chiflar) |
| put, place | poner (poner en uso, ejersitar) |
| laugh | reir |
| write | escribir |
| hug | abrazo (a pretado) |
| draw | tirar (traer hacia si) |
| tell | decir |
| count | contar |
| erase | borrar |
| scratch | rasear |
| rub | estregar (frotar) |
| sit | sentarse |
| walk | caminar |
| jump | brincar (saltar) |
| point | a puntar |
| open | abrir |
| close | cerrar |
| run | correr |
| sing | signo (señal) |
| grasp | a garrar (posesión) |
| cry | llorar (gritar) |
| give | dar (conceder) |

# Suggested Daily Activities

## Expressions Needed for Activities

| | |
|---|---|
| Hold hands. | Cógense las manos. |
| Let go of hands. | Dejen las manos. (o) Suetten las manos. |
| Make a circle. | Formen un círculo. |
| Leave a space between yourselves. | Dejen espacios entre uno y el otro. |
| Get a partner. | Búscate una pareja. Búsquense.... |
| Bounce the ball | Bota la pelota. Boten.... |
| Catch the ball. | Coge la pelota. |
| Roll the ball. | Rueda la pelota. Rueden.... |
| Toss the ball. | Tira la pelota. Tiren... |
| Wait. | Espera. Esperen.... |
| Stay standing. | Quédate de pie. Quédense.... |
| Stamp your feet. | Patalea los pies. Pataleen.... |
| Walk. | Camina. Caminen. Anda. Anden. |
| Walk like a duck, rabbit, etc. | Camina como un pato, conejo, etc.<br>Caminen... |
| Run. | Corre. Corran. |
| Hop. | Salta con un pie (one foot); con dos pies (on 2 feet). Saltan.... |
| Skip. | Da saltitos. Den saltitos. |
| Jump. | Salta. Salten. |
| Put your hands on your: head, waist, shoulders, etc. | Ponte las manos en: la cabeza, la cintura, los hombros, etc. |
| Clap your hands. | Da palmadas. Den palmadas. (clap)<br>Aplaude. Aplaudan. (to applaud) |
| Stand up. | Levántate. Levántense. |
| Stand up. | Pónte de pie. Pónganse de pie. |
| Sit down. | Siéntate. Siéntense. |
| Turn around. | Date una vuelta Sense una vuelta. |
| Show me. | Enseñame. Enseñenme. |
| Touch. | Toca. Toquen. |
| Go to... | Ve a.... Vayan a... |
| Come back. | Regresa. Regresen. Vuélvete. Vuélvanse. |
| Come here. | Ven acá. Vengan acá. |
| Pick it up. | Recógelo. Recójanlo. |
| Bring it here. | Traelo aqui. Tráiganlo, agui. |
| Give it to me (him/her). | Dámelo. Dénmelo. (Dáselo/Dénselo) |
| Move up (forward). | Adelante. |
| Move back. | Ve para atrás. Vayan para atrás. |
| Keep going. | Sigue. Sigan. |
| Open the door (window). | Cierra la puerta. (ventana) |

## General Classroom Expressions.

| | |
|---|---|
| Line up. | Ponte en fila. (Plural) Pónganse en file. |
| Stay in line. | Quédate en fila. |
| Raise your hand. | Levanta la mano. |
| Lower your hand. | Baja la maño. |
| Look at this. | Mira esto. |
| Count to... | Cuenta hasta... |
| Whisper... | Habla en voz baja. |
| Color this. | Pinta esto. |
| Cut this. | Corta esto. |
| Put your things away. | Guarda las cosas. Guarden las cosas. |
| Take off your jacket. | Quítate la chaqueta. |
| Hang up your jacket. | Cuelga la chaqueta. |
| Get your jacket. | Busca la chagueta. |
| Put on your jacket. | Ponte la chaqueta. |
| Tie your shoes. | Amárrate los zapatos. |
| Where is.....? | ¿Dónde está....? |
| May I use the bathroom? | ¿Puedo usar el baño?<br>¿Me permite usar el baño? |
| May I get a drink of water? | ¿Puedo tomar agua?<br>¿Me permite tomar agua? |
| I don't understand. | No entiendo. No comprendo. |
| I like.... | Me gusta... (Me gustan) |
| I don't like.... | No me gusta (No me gustan.) |

## Basic Materials

Puppets (commercially made, paper plate and stick, paper bag, sock, etc.)
Flashcards (numbers,general vocabulary,colors, Peabody Cards and DLM All Purpose Photo Library)
Construction paper (assorted colors)
Yarn
Crayons and/or markers
Alphabet cards with pictures
Large, blank calendar
Shapes to mark the days
Newsprint
Bean bags
Playground ball(s)
Magazines, catalogs, calendars
Picture-story paper (ruled paper with a space at the top for illustrations) or penmanship paper for journals/booklets/experience stories
Pencils
Scissors
White glue
Sticky tape (various colors)
Laminated colored circles for T.P.R. activities (12 and 6 inch diameter)
Tempera paints or watercolors
Plastic fruits, vegetables, animals (zoo and/or farm)
Sponge numbers and letters
Flannel board and flannel board visuals
Large clock model
Plastic utensils
Paper plates and cups
Records in the target language (see list)
Stories and storybooks in the target language
Wordless picture books
Magnet board and figures
Miscellaneous games, toys and playground equipment for independent play period

## Suggested Spanish Records

Cantando We Learn
Book and Tape
National Textbook Co.

A Taste of Education
Eddie Cano, Vol. I and II
Educational Activities, Inc.
Freport, N.Y. 11520

Aprendizaje de conocimientos
Basicos a Traves de la música
Hap Palmer
Educational Activities, Inc.
Freeport, N.Y.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 1

### OBJECTIVES

Students will be able to:

1) Respond to teacher with appropriate greeting.
2) Point to day of the week on calendar.
3) Respond with name when asked "What is your name?" Some children will also say "My name is...".
4) Respond to commands focusing on numbers 0-5.
5) Count from 0-5.
6) Identify numbers 0-5 when not in sequence.
7) Respond to commands focusing on colors (3-4 for grades K-3 and 5-6 colors for grades 4-6).
8) Name several of the colors to which they are able to respond.
9) Associate alphabet letters A-E with objects beginning with these letters.
10) Respond correctly to the following commands, individually and in a group:
    --stand up
    --sit down
    --turn around
    --jump
    --show
    --touch

### MATERIALS

1) Puppets or flashcards to teach greetings
2) Construction paper or tag board for name tags
3) Yarn for name tags
4) Crayons or markers
5) Large flashcards for the numbers 0-5 with corresponding number of objects
6) Large number cards for the numbers 0-5
7) Illustrated alphabet cards
8) Strips of colored paper or flashcards for teaching colors
9) Large, blank calendar on a bulletin board with shapes to mark each day

### WARM - UP

1) Introduce the program by spending approximately five minutes speaking in the target language, using Total Physical Response; Ex: "Stand up" Sit down" etc., using gestures for the students to follow.
2) After the students have responded to this, give a five to ten minute introduction in English explaining what the students will be learning; that the teacher will speak no English, how they were able to understand, etc.

## ACTIVITIES

1) Greet students: "Hello, class. My name is ..."
2) Use puppets to introduce: What is your name? My name is.... Go around the room asking "What is your name?" until all students attempt to answer. Teacher should pronounce children's names in the target language.
3) Pass out name tags for K-3 students. Have students in grades 4-6 make their own name tags using construction paper or tag board and crayons or markers.
4) Sing the greeting song listed in the Cultural Activities Section.
5) Have a large labeled calendar on a bulletin board. Point to the day and date, repeating several times.
6) Have a student place an object (Ex: apple, weather symbol etc.) on the calendar.
7) Teach "Days of the Week" song (See Cultural Activities Section.) (optional).
8) Introduce the numbers 0-5 using number flashcards with numerals and corresponding number of objects, and/or numbers for Total Physical Response Activities, Appendix B.

Recess
Snack. Use this opportunity to teach "please" and "thank you."
Songs/Games/Rhymes/Story (See Cultural Activities Section.)

9) Introduce the letters A-E; practice letters and sounds with students. Introduce names of objects beginning with each letter using alphabet cards from Appendix B.
10) Place number cards on the floor and have the children move from one number to another on command.
11) Introduce colors using strips of colored paper or flashcards. Have students stand if they're wearing a given color; point to the color.
12) Have the students point out or pick up objects of a given color on command.
13) Teach vocabulary/actions using Total Physical Response.
14) Sing farewell song.

## SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 2

### OBJECTIVES

Students will be able to:

1) Respond to commands involving the numbers 0-10.
2) Count from 0-10.
3) Identify numerals 0-10 when not in sequence.
4) Associate alphabet letters F-K with objects beginning with these letters.
5) Respond to commands involving classroom objects ( 3-5 for grades K-3; 5-7 objects for grades 4-6).
6) Name several of the objects they are able to identify.
7) Respond correctly to the following commands, individually and in a group:
    - --pick it up
    - --bring it here
    - --give it to me

### MATERIALS NEEDED

1) Flashcards for numbers 0-10
2) Newsprint and crayons for "number books"
3) Construction paper and markers for labeling classroom objects
4) Classroom Object Worksheet 1, page 67

### WARM-UP

1) Review greetings by handing out name tags stating students' names and asking, "Where is...?"
2) Review numbers holding up objects and asking, "How many...?"
3) Review days by putting date on the calendar.
4) Review letters and sounds A-E.
5) Review colors asking, "Is this red?" Student responds yes or no. "Stand up if you are wearing ..."

### ACTIVITIES

1) Have students practice greetings by using puppets, singing the greeting song, and by greeting each other.
2) Introduce numbers 6-10 using the same method as Day 1.
3) Put flashcards 0-10 on the floor and have students throw bean bags onto the numbers. The student then calls out those two numbers and adds them together. (Grades 4-6) For grades K-3 students, simply have one student throw a bean bag on a number and ask another student to tell what that number is. Have students move from one number to another on command.
4) Introduce classroom objects. Name and label objects using T.P.R.

5) Introduce letters F-K. Practice letters and sounds by repeating several times. Introduce names of objects beginning with each letter.

Recess
Snack. Name the food; ask for the color of the food, etc.
Songs/Games/Rhymes/Story. Example: "Ten Little Children" listed in Cultural Activities section.

6) CLASSROOM OBJECTS: Ask students to show you an object. Ex.: "Show us the door." The student gets up and goes to the door. As they begin to speak and their vocabulary develops, they may say, "This is the door." Eventually, colors of objects may also be given. Use Classroom Activity Sheet 1 for reinforcement if desired.
7) NUMBERS: Have students begin a "number book". Have each student write the number and word on a piece of newsprint, and draw the corresponding number of objects for numbers 0-5. (optional)
8) Have students find things in the classroom that are a given color. Ex.: "Show me something that is red."
9) Have copies of alphabet sheets from supplement for each student. Pass out one letter at a time. Teach the name of the illustration with its article. Ex.: the tree. Make a booklet. (optional)
10) COLORS: Have children make a color book by stapling several pages of newsprint together. Have them make a colorfully illustrated cover. On each page they will paste a sentence strip which gives the color word in a simple sentence. Ex.: This is red, etc. Then they will draw something that is that color. (optional)
11) Teach vocabulary/actions using T.P.R.
12) Have students play "Simon Says" with Simon saying, "Whoever is wearing red, stand up" , etc.
13) Review material from Days 1 and 2.
14) Farewell song

## SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 3

### OBJECTIVES

The students will be able to:

1) Respond with another child's name when asked by the teacher "What is his/her name?"
2) Respond to commands focusing on numbers 0-10.
3) Count from 0-10.
4) Identify numerals 0-10 when not in sequence.
5) Associate alphabet letters F-P with objects/pictures beginning with these letters.
6) Associate the phrases "It is sunny," and "It is raining" with corresponding pictures.
7) Respond to commands involving classroom objects.
8) Name several of the objects they are able to identify.
9) Respond correctly to the following commands, individually and in a group:
    --go to
    --move up
    --move back
    --open the door(window)
    --close the door(window)

### MATERIALS

1) Newsprint and crayons for number book
2) Greetings Activity Sheet 1, page 51, to review greetings
3) Writing paper
4) Magazines or Weather pictures (see appendix) for daily booklet (if desired)
5) Puppets
6) Alphabet cards with pictures
7) Flag Activity Sheet

### WARM-UP

1) Sing greeting song.
2) Review greetings.
3) Review numbers 0-10.
4) Review objects in the room by asking questions about those objects. Ex: how many? what color? etc.
5) Review letters A-K and their sounds.
6) Review calendar.

### ACTIVITIES

1) Review greetings using Greeting Activity Sheet 1.
2) Introduce "His name is... her name is..." to students using puppets to introduce this concept. Ask "What is his/her name?" pointing to children in class.
3) Introduce weather expressions "It is sunny" and "It is raining."

4) To reinforce weather and date, have students write the date and current weather and illustrate them. Ex.: Today is Monday, June 29, 19__. It is sunny and warm. Have students keep these in a booklet.
5) Teach vocabulary/actions using T.P.R.
6) Introduce letters L-P and their sounds. Introduce objects beginning with these letters.

Recess
Snacks
Songs/Games/Rhymes/Story (See Cultural Activities section)

7) Continue reinforcing alphabet with Alphabet Cards, naming the object and its article. Add to the booklet.
8) Review previously introduced classroom objects using T.P.R. Introduce additional classroom objects using the same method as Day 2.
9) Have students add numbers 6-10 to number book.
10) Use number reinforcement activities from Days 1 and 2. (optional)
11. Use Flag Activity Sheet found in the Cultural Activities section.
12) Allow 15-20 minutes for students to do independent activities with colors, numbers, puppets, etc.
13) Farewell song.

## SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 4

### OBJECTIVES

Students will be able to:

1) Identify pictures of or make facial expressions representing the feelings "I'm happy" and I'm sad."
2) Respond to commands focusing on number 11-15.
3) Count from 0-15.
4) Identify numbers 0-15 when not in sequence.
5) Associate the expressions "It is cloudy" and "It is stormy" with the corresponding pictures.
6) Respond correctly to the following commands, individually and in a group:
   - --clap your hands
   - --stamp your feet
   - --put your hands on your head, shoulders, waist, knees
7) Respond orally to the question, "What is the weather like today?" by using at least one weather expression.

### MATERIALS

1) Puppets
2) Weather pictures from Appendix B
3) Newsprint, pencils, and crayons
4) Records with songs in target language
5) Classroom Object Activity Sheets 1 and 2, pages 67-68
6) Feelings Illustrations

### WARM-UP

1) Greeting song.
2) Review greetings by shzaking each student's hand while greeting them. Have the students greet each other.
3) Have a student put the date on the calendar. Repeat the day and date several times. (Eventually the students will be able to state the date.)
3) Review previous weather expressions. Introduce "It is cloudy" and "It is stormy."

### ACTIVITIES

1) Have students continue with their daily weather/date booklet.
2) Using puppets, greet the children by shaking their hands and asking, "How are you?" Use stick puppets with various expressions showing, "I'm happy, I'm sad," etc.
3) Have students draw their faces reflecting "I'm happy" or "I'm sad" on a circle of paper or paper plate. A popsicle stick can be attached to the reverse to make a puppet. If teacher desires, students can copy the appropriate phrase on a strip of paper and glue to the puppet.

4) Review previously introduced classroom objects and colors by having students point out, pick up, touch, etc., various classroom objects.
5) Review numbers 0-10. Introduce numbers 11-15. Have students add 11-15 to their number books.

Recess
Snack
Songs/Games/Rhymes/Story

6) Use number reinforcement activities from Days 1-3.
7) Review letters and sounds A-P with students.
8) Teach vocabulary/actions listed in Objectives section using T.P.R.
9) Review colors, perhaps with a song or game.
10) Allow 15-20 minutes for independent activities.
11) Use Classroom Object Activity Sheets 1 and 2. (optional)
12) Use Color Activity Sheet 1, page 55. (optional)
13) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 5

### OBJECTIVES

The students will be able to:

1) Associate pictures of or make facial expressions of the expressions "I'm angry" and "I'm sick."
2) Respond to such questions as "Are you happy?" and "Are you angry?" in the affirmative by using the appropriate memorized utterance.
3) Associate the phrases "It is snowing" and "It is raining" with the corresponding pictures.
4) Respond orally to the question "What is the weather like?" by using one or more of the previously introduced weather expressions.
5) Respond to commands focusing on classroom objects.
6) Name several of the classroom objects they are able to identify.
7) Associate alphabet letters Q-T with objects beginning with these letters.

### MATERIALS

1) Weather pictures from Appendix B
2) Construction paper "fish" for number/color reinforcement
3) Bean bags and large number cards
4) Illustrated alphabet cards
5) Color Activity Sheet 2, page 56
6) Classroom Objects Activity Sheets 3-4, page 69-70

### WARM-UP

1) Greeting song.
2) Review basic greetings by greeting students and by having students greet each other.
3) Review calendar by asking who was absent the previous day and today. Have a student place the date on the calendar.
4) Review previously introduced weather expressions. Introduce "It is snowing" and "It is windy."

### ACTIVITIES

1) Have students add to their daily date and weather booklet.
2) Review numbers 0-15 by having students bring or show a given number of objects, or by having them jump, hop, turn, etc. a given number of times.
3) Review letters A-P. Introduce letters Q-T using alphabet cards, sounds and vocabulary.
4) Introduce additional classroom objects by showing the students the objects, repeating the name several times, asking students to point to, touch the objects, etc.
5) Independent activity period.
6) Teach vocabulary/actions using T.P.R.

7) Have students toss bean bags onto number squares, as on Day 2.

Recess
Snack
Songs/Games/Rhymes/Story

8) Have children sit in a circle and pass around a box which contains colored paper fish. At the "stop" signal, the one who is holding the box must draw out a fish and tell what color it is. ( This can be expanded to reinforce numbers as well as colors by having a number printed on each fish. Have the student give the color and the number.) If the student gives the correct information he/she keeps the fish.
9) Have the students continue with alphabet cards, adding to their booklets.
10) Have students play "Color Pompom." (outdoors) One student is "it" and stands in the middle of a designated area. He/she calls out a color. Anyone wearing that color must run across the "field" to the free space at the other end. When tagged by the person who is "it", each person must help tag the others. The first person caught is "it" next. (optional)

11) Use Color Activity Sheet 2 to reinforce colors. (optional)

12) Have children make any of the following: fish with colored stripes; dogs with spots, flowers with many petals, rainbows, robots with parts, clown with balloons, spaceships, etc., to reinforce colors.

13) Continue with previously listed reinforcement activities for classroom objects. Use Classroom Objects Activity Sheets 3-4 as well as realia.
14) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 6

### OBJECTIVES

Students will be able to:

1) Respond to commands focusing on numbers 16-20.
2) Count from 0-20.
3) Identify the numbers 0-20 when not in sequence.
4) Associate alphabet letters U, V, W, with objects beginning with these letters.
5) Respond to commands identifying body parts.
6) Name several of the body parts which they are able to identify.

### MATERIALS

1) Weather pictures found in Appendix B
2) Newsprint for number book
3) Colored construction paper, scissors, glue, and crayons for number reinforcement activity
4) Number Activity Sheet 1, page 61
5) Color Activity Sheet 3, page 57

### WARM-UP

1) Greeting song.
2) Greet students and have them greet each other, asking "How are you?" etc.
3) Review calendar and date by asking who is absent, etc., as on previous days.
4) Have a student place the date on the calendar.

### ACTIVITIES

1) Discuss the weather and date with the students.
2) Have students add to their weather booklets.
3) Teach the numbers 16-20 in the same manner as with the previous numbers. Add to the number booklet.
4) Introduce parts of the body using T.P.R.
5) Play "Simon Says" with body parts. Ex: Simon says, "Touch your nose."
6) Teach U,V,W using previous methods.
7) Review classroom objects using T.P.R.
8) Using crayons or paints, demonstrate the making of secondary colors. (Older students can mix the paint themselves.) Have the students complete Color Activity Sheet 3 by coloring the color wheel and filling in the blanks. (Grades 4-6) Complete the color wheel together with K-3 students.
9) To teach vocabulary/actions using T.P.R.
10) Have the students add to their alphabet booklets. (optional)
11) Use Number Activity Sheet 1. (optional)

12) Play "What's Missing?" Place 5 or 6 classroom objects on a tray or table. Have the students look at them for a few minutes. The students close their eyes while one object is removed. The students then open their eyes and guess which object is missing.
13) Use a commercial "Twister" game to reinforce colors. (optional)
14) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 7

### OBJECTIVES

The students will be able to:

1) Respond to commands identifying family members vocabulary.
2) Name several of the terms for family members which they are able to identify.
3) Respond to simple questions involving family members vocabulary.
4) Respond to T.P.R. commands involving identification of body parts.
5) Name several of the body parts which they are able to identify.
6) Identify/associate the names of 2-3 months with corresponding pictures.
7) Name one or more month they are able to identify.

### MATERIALS

1) Colored paper
2) Family Activity Sheet 1, page 95; puppets or pictures of family members
3) Commercial calendar or pictures representing months

### WARM - UP

1) Greeting song.
2) Greet class; review by taking attendance and having students greet each other.
3) Review numbers by "counting off" around the room.
4) Review colors by asking each student to point out something he/she is wearing and give its color.
5) Have a student place the date on the calendar.

### ACTIVITIES

1) Review weather expressions by discussing the day's weather. Have the students add to their weather booklet.
2) Review previously introduced body parts by playing Simon Says, using T.P.R., or singing a body parts song.
3) Introduce additional body parts using T.P.R.
4) Review previously introduced classroom objects using T.P.R.
5) Introduce additional classroom objects by showing the students the objects, repeating the name several times, asking students to point to, touch the objects, etc.

Recess
Snack
Songs/Games/Rhymes/Story

6) Introduce family members using Family Activity Sheet 1, puppets or pictures.

7) Begin introducing the months of the year using a commercial calendar or pictures representing months.
8) Play Tic-Tac-Toe as a whole class activity. On the board draw a grid with numbers:

| | | |
|---|---|---|
| 4 | 17 | 3 |
| 10 | 1 | 2 |
| 19 | 5 | 14 |

Divide the class into two teams assigning the teams an X or an O. The captain of each team points to a number, and one member from his/her team must correctly say the number. If the answer is correct, the captain places his/her X or O on the number. Teams alternate turns. In case of error, the turn is forfeited. The winner is determined as in Tic-Tac-Toe.

Variation: Cover the numbers with colored squares. The captain or a team member first names a color, then the teacher or a student lifts the color. The team must correctly identify the number. If the answer is correct, an X or an O is placed in that square.
9) Make a booklet or a bulletin board display illustrating the months of the year.
10) Teach vocabulary/actions using T.P.R.
11) Independent activities.
12) Farewell song

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 8

### OBJECTIVES

The students will be able to:

1) Respond to commands identifying the numbers 0-30.
2) Count from 0-30.
3) Identify numbers 0-30 when not in sequence.
4) Respond to commands identifying body parts.
5) Name several of the body parts which they are able to identify.
6) Respond to commands identifying classroom objects.
7) Name several of the classroom objects to which they are able to respond.
8) Respond to commands identifying zoo animals.
9) Name several of the animals they are able to identify.
10) Respond to simple questions such as "Which animal is black?" by naming the correct animal.

### MATERIALS

1) Drawing paper
2) Newsprint, crayons, pencils
3) Colored strips of paper
4) Classroom Objects Activity Sheet 5,page 71

### WARM - UP

Repeat daily warm-up activities.

### ACTIVITIES

1) Review weather expressions by discussing the day's weather. Have the students add to their weather booklets.
2) Introduce letters and sounds for X,Y, and Z using alphabet cards, sounds and vocabulary.
3) Sing the Alphabet song.
4) Review body parts by playing Simon Says. Introduce additional body parts using T.P.R.
5) Reinforce body parts by having the students draw a person ( or a monster) on command. Ex: Draw a head. Draw two eyes. etc. Colors may also be reinforced by stating a specfic color to be used.
6) Teach vocabulary/actions using T.P.R.

   Recess
   Snack
   Songs/Games/Rhymes/Story

7) Review the family; have the students attempt to tell about their families. Ex: How many brothers, sisters, etc.
8) Have the students draw their family on command, labeling the family members.
9) Introduce zoo animals using pictures, plastic animals, etc.

10) Make an animal booklet illustrating the introduced animals.(Optional)
11) Review and introduce classroom objects using T.P.R.
12) Use Classroom Objects Activity Sheet 5 to review.
13) Review colors; play "Pompon," "Color Tag," etc.
14) Review months of the year using a calendar, pictures, etc.
15) Continue with the illustration of the months of the year.
16) Independent activities.
17) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 9

### OBJECTIVES

The students will be able to:

1) Respond to commands identifying numbers 31-40.
2) Count from 0-40.
3) Identify the numbers 31-40 when not in sequence.
4) Respond to commands identifying 4 or 5 domestic and/or farm animals.
5) Name several of the animals they are able to identify.
6) Respond to simple questions such as, "Who has a cat?" or "Which animal jumps?"
7) Respond to commands identifying body parts vocabulary.

### MATERIALS

1) Drawing paper, black yarn or strips of paper
2) Paper bags for family member puppets
3) Animal Activity Sheets 1-3, pages 109-111

### WARM-UP

Daily warm-up activities.

### ACTIVITIES

1) Review classroom objects using previously listed activities.
2) Students can play "Doggie, doggie, where's your bone?" Choose one student to be the "Doggie." That student sits in the front of the classroom with his/her back to the class. Have another student take a chalkboard eraser and hides it somewhere in the classroom. (Part of the erase should be showing.) Next, have the "Doggie" find the bone. The other students may help the "Doggie" by saying "hot" as the "Doggie" nears the bone; "cold" as the "Doggie" moves away from the bone.
3) Review alphabet and sounds. Use objects beginning with each sound (from the booklet) in a simple sentence. Ex: "This is a tree."
4) Display pictures of family members to practice vocabulary. Remove one picture and ask, "Who's missing?"
5) Review family members using previously listed activities.
6) Have students make paper bag puppets representing people/family members. They may use the puppets to interview one another.

   Recess
   Snack
   Songs/games/rhymes/story

7) Continue adding to the body (monster) picture. (See Day 8, Activity 5.)
8) Review zoo animals. Introduce farm animals using pictures, plastic animals, etc., using previously listed methods.

9) Have the students make animal cages and draw the animals inside. "Bars" can be added by gluing yarn on the "cages." This activity can be used for a bulletin board display and the students can visit the "zoo."
10) Review numbers using previously listed activities. Introduce numbers 31-40 using previously listed methods.
11) Draw a large tree on the chalkboard. At the end of each branch put a box containing the word for a number. Have students total the number of leaves or add two leaves together to see who can reach the total first. For K-3 students, have the students read the number and write the corresponding numeral. This can be a team game, and number words can be changed for variation.
12) Teach vocabulary/actions using T.P.R.
13) Three Bears booklet. Tell the story of the Three Bears stressing size and color.
14) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 10

### OBJECTIVES

The students will be able to:

1) Respond to commands including numbers 41-50.
2) Count from 0-50.
3) Identify numbers from 0-50 when not in sequence.
4) Respond to commands involving names of fruit.
5) Name several of the fruits which they are able to identify.
6) Respond to simple questions such as "Which fruit is yellow?" "Do you like bananas?"
7) Respond to commands involving articles of clothing.
8) Name several of the articles of clothing which they are able to identify.
9) Answer simple questions based on articles of clothing, such as: "What color is your sweater?" "What are you wearing today?

### MATERIALS

1) Animal Activity Sheet 4, pages 112
2) Food Activity Sheet 1, page 102
3) String, construction paper, scissors
4) Kraft paper, markers
5) Pictures of people doing things.(from magazines,newspapers,etc.)
6) Family Activity Sheet 2, page 95
7) Clothesline and clothespins (Teddy Bear paper doll cut-outs found in Appendix may be used.)

### WARM - UP

Daily warm - up activities.

### ACTIVITIES

1) Introduce fruits using plastic fruits, pictures, etc.
2) Play the "What's Missing" game with plastic fruit.
3) Make a set of cards for several fictional families-- one card per family member. Mix the cards and give one to each student. The students must find the rest of their family by asking questions. Ex: "Are you a parent? child? What's your name?"
4) Review numbers 0-40. Introduce the numbers 41-50 using previous methods.
5) Play "Buzz." Have the students sit in a circle. Each student counts one number in sequence. With each multiple of three, the child says "buzz" or the word in the target language, instead of the number. This game may also be played with other multiples.

6) Review classroom objects using previously listed activities.

Recess
Snack
Songs/Games/Rhymes/Story

7) Make a graph on a large piece of kraft paper showing the eye color, hair color, etc., of the students in the class.
8) Introduce articles of clothing using pictures, realia, T.P.R. This is also a good opportunity to reinforce colors.
9) Put up a clothesline in the front of the room and have students hang up or remove clothing from the line, on command.
10) Review the alphabet and sounds for each letter using previously listed activities.
11) Review the body parts by singing "Head,Shoulders,Knees and Toes" and/or the "Hokey Pokey" listed in the Cultural Activities section.
12) Students may bring in family photos and present them to the class, practicing basic vocabulary.
13) Review family members using Family Activity Sheet 2.
14) Review farm and zoo animals using previously listed activities.
15) Continue with the Three Bears booklet.
16) Use Animal Activity Sheet 4 for review. (optional)
17) Use Food Activity Sheet 1 for review. (optional)
18) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 11

### OBJECTIVES

Students will be able to:

1) Respond to commands identifying common objects and places found in and around school.
2) Name several of the objects and places they are able to identify.
3) Respond appropriately to the question, "How old are you?"
4) Ask the question, "How old are you?" of other students.
5) Respond to commands identifying the words "boy, girl, man, woman."
6) Name several of the terms, "boy, girl, man, woman," which they are able to identify.
7) Respond to commands identifying clothing and accessory items.
8) Name several of the clothing and accessory items they are able to identify.
9) Respond to commands identifying names of fruit.
10) Name several of the fruits which they are able to identify.
11) Respond appropriately, in simple terms, to questions such as, "What color is the pear?" and "Who is wearing a red shirt?"

### MATERIALS

1) Construction paper, strips of paper, crayons
2) Cut-outs of family members, hanger or dowel rods
3) Animal Activity Sheets 5, 6, and 7, Pages 113-115
4) Clothing Activity Sheets 1 and 2, Pages 85-87
5) Food Activity Sheet 5, page 103
6) Newsprint
7) Fruit for making a fruit salad

### WARM-UP

Daily warm-up activities.

### ACTIVITIES

1) Introduce "How old are you?" "I am ____years old." Use the birthday song.
2) Have the students draw their own birthday cake and cut out strips of paper to place as candles on the cake.
3) Review alphabet and names of objects beginning with appropriate letters/sounds as on previous days.
4) Have students attempt to identify beginning letter of acquired vocabulary. Ex: Point to a table and have the students identify the initial letter "t."
5) Review classroom objects using previously listed activities.
6) Introduce "boy, girl, man, woman," using students, puppets, pictures, etc.
7) Review animals using previously listed methods and activities.

8) Pantomime animals on command or choose a card with an animal name/picture, and pantomime that animal for the other students to guess. Have the students take turns pantomiming, as well.

Recess

Snack. Make a fruit salad in the classroom, having students bring in various pieces of fruit. Enjoy the salad while reviewing and introducing vocabulary terms for fruit, food and utensils. The recipe for the salad could be written on the chalkboard.

9) Use Animal Activity Sheets 5, 6, and 7. Have students make puzzles by mounting the cat, bear, or fish picture on tagboard. They can exchange completed puzzles with their classmates.
10) Review numbers using previously listed activities.
11) Reinforce body parts using previously listed methods and activities. Ex: "Simon Says." Have students take the part of "Simon."
12) Review family members by using previously listed methods.
13) Have students make a family mobile using a clothes hanger or a dowel rod as a base.
14) Review clothing and accessory vocabulary using previously listed activities. Introduce additional clothing and accessory items using visual aids and realia. Use Clothing Activity Sheets 1 and 2 to reinforce.
15) Use Food Activity Sheet 5. Use the apple worksheet as a cover for a fruit and vegetable booklet. Students can draw and label a picture on each page. (optional)
16) Give students a clothing booklet made of newsprint pages stapled together. The booklet could be in the shape of an article of clothing (shoe, T-shirt). Have students copy simple sentences from the chalkboard--one per page--relating to the clothing vocabulary. (Here is a sock; This is a shoe...) (optional)
17) Farewell song.

## SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 12

### OBJECTIVES

Students will be able to:

1) Respond to commands identifying animals.
2) Name several of the animals which they are able to identify.
3) Respond in simple terms to questions focusing on animals.
4) Respond to commands identifying additional food items.
5) Name several of the food items which they are able to identify.
6) Respond in simple terms to questions focusing on food items.

### MATERIALS

1) Food Activity Sheets 2-4, pages 97-105
2) Magazines to be cut up for pictures of food
3) Newsprint for booklets

### WARM - UP

Daily warm - up activities.

### ACTIVITIES

1) Introduce common vegetables using plastic vegetables, pictures, etc.
2) Use commercial Bingo game to review numbers.
3) Play game "I'm thinking of a person who is wearing..." Have the students try to guess who the person is
4) Teach vocabulary/actions using T.P.R.
5) Use Food Activity Sheets 2-4 for reinforcement.
6) Make flashcards from worksheet pictures or magazines to practice vocabulary for foods.

Recess
Songs/Games/Rhymes/Story

7) Use recipes in the Cultural Activities Section to prepare a culturally authentic dish.
8) Continue with animal booklet. (optional)
9) Add to clothing booklet. (optional)
10) Use any of the previously listed reinforcement activities for the alphabet, numbers, classroom objects, body parts, colors, family, greetings.
11) Independent activities.
12) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 13

### OBJECTIVES

Students will be able to:

1) Respond to commands identifying additional clothing and accessory items.
2) Name several of the clothing and accessory items they are able to identify.
3) Respond in simple terms to questions focusing on clothing and accessory items.
4) Respond to commands identifying additional food items.
5) Name several of the food items they are able to identify.
6) Respond in simple terms to questions regarding the color, size, and shape of food items.
7) Respond to commands identifying place setting items, such as eating utensils and dishes.
8) Name several of the place setting items they are able to identify.
9) Respond in simple terms to questions involving eating utensils.
10) Respond to commands identifying terms for rooms and features of houses.
11) Name several of the terms for rooms and features of houses which they are able to identify.
12) Respond appropriately to simple questions using vocabulary for houses and rooms.

### MATERIALS

1) Clothing Activity Sheet 3, page 87
2) Commercially prepared paper dolls, or Teddy Bear paper dolls
3) Food Activity Sheets 6 and 7, page 104-105
4) Plastic utensils, paper plates
5) House Activity Sheet 2, page 80

### WARM-UP

Daily warm-up activities.

### ACTIVITIES

1) Use any of the previously listed activities to reinforce acquired vocabulary.
2) Use flashcards, vocabulary cards to introduce and reinforce additional foods.
3) Have students bring in plastic utensils, paper plates, etc., to make a table setting. Have the students set the table on command.
4) Use Clothing Activity Sheet 3.

5) Use commercially prepared paper dolls or Teddy Bear paper dolls in order to reinforce clothing vocabulary.

Recess
Songs/Games/Rhymes/Story

6) Use Food Worksheets 6 and 7 to reinforce.
7) Use recipe from the Cultural Activities section to prepare a culturally authentic dish.
8) Students review vocabulary for table setting by actually preparing the table for a taste of the authentic dish.
8) Use Furniture Activity Sheet and pictures to introduce furniture and household items.
9) Have the students make a "house book." Each page in the booklet can be a room and they can draw and label the articles that go in each room. Discuss the vocabulary. Use House Activity Sheet 2 as a cover.
10) Use activities from the Cultural Activities section, such as songs, dances, art projects, etc.
11) Farewell song.

## SUMMER SCHOOL SAMPLE LESSON PLANS
## DAY 14

### OBJECTIVES

The students will be able to:

1) Respond to commands identifying additional vocabulary for family and people.
2) Name several of the terms for family and people which they are able to identify.
3) Respond in simple terms to questions involving vocabulary for family and people.
4) Describe other students in terms of size, hair color, and color of eyes.
5) Respond to commands identifying additional vocabulary for food items.
6) Name several of the food items which they are able to identify.
7) Respond in simple terms to questions involving food items.
8) Describe one or two food items in terms of size, color and shape.
9) Respond to commands involving animals.
10) Name several of the animals they are able to identify.
11) Respond in simple terms to questions regarding the size, color, and sounds of animals.
11) Describe one or two animals in terms of size, color, sound, and habitat.
12) Respond to commands identifying addtional vocabulary for house and furniture.
13) Name several of the rooms and household items they are able to identify.
14) Describe in simple terms household items, focusing on color, size, shape and location.

### MATERIALS

1) Drawing paper, crayons
2) Construction paper
3) Shoe boxes
4) House Activity Sheets 2 and 3, pages 80-81
5) Fruits, vegetables, etc., for tasting party
6) Clothing Activity sheet 4, page 88
7) Large outline of a house for group instruction. (Or a transparency of House Activity Sheet 2 for an overhead projector)

### WARM-UP

Daily warm-up activities.

### ACTIVITIES

1) Use reinforcement activities from previous days to review and reinforce introduced material.
2) Discuss animal sizes, colors, sounds, etc.

3) Make zoo dioramas using shoeboxes in which home-made or plastic animals may be placed.
4) Teach vocabulary/actions using T.P.R.
5) Add to clothing and accessories booklets. (optional)
6) Introduce rooms of a house using dollhouse, pictures, or flashcards.

Recess
Songs/games/rhymes/story

7) Review foods previously introduced using any of the previously mentioned activities.
8) Have students make up skits with the family members.
9) Set up a play restaurant in the classroom with menus. Use pictures of food and the name of the food on the menu. Have students role-play this activity and give the bill in the second language.
10) Have the students make and decorate their own place mats to be used for an in-class eating activity.
11) Bring in (or have students bring in) foods to reinforce vocabulary, and have a tasting party.
12) Use House Activity Sheet 3 to reinforce rooms and furniture. Have the students point to, tell where specific items are found.
13) Use House Activity Sheet 2 and have the students place pictures cut from magazines/catalogs in the appropriate room. Or, have a large model for group instruction. Have the students place pictures in the appropriate rooms, on command.
14) Use activities from the Cultural Activities section such as songs, dances, art projects, etc.
15) Farewell song.

# SUMMER SCHOOL SAMPLE LESSON PLANS
## Day 15

## OBJECTIVES

The students will be able to:

1) Identify additional clothing and accessory items by responding to commands.
2) Name several of the clothing and accessory items which they are able to identify.
3) Respond, in simple terms, to questions about clothing and accessories.
4) Respond to commands identifying additional food items.
5) Name several of the food items to which they are able to respond.
6) Respond in simple terms to questions regarding food.
7) Respond to commands identifying additional household items.
8) Name several of the additional household items to which they are able to respond.
9) Respond in simple terms to questions regarding the size, shape, color and location of household items.
10) Respond to commands identifying places such as store, school, church, yard, library, etc.
11) Name several of the places they are able to identify.
12) Respond in simple terms to questions regarding places.
13) Respond to commands identifying one or two seasons of the year.
14) Name one or two of the seasons they are able to identify.
15) Respond appropriately, in simple terms, to questions about seasons such as "Is it hot in winter?" and "Is it sunny in spring?"

## MATERIALS

1) Clothing Activity Sheet 1, page 83
2) Places Activity Sheet 1, page 118
3) Drawing paper
4) Kraft paper

## WARM - UP

Daily warm - up activities.

## ACTIVITIES

1) Use reinforcement activities from previous days to review and reinforce previously introduced material.
2) Show pictures of different kinds of house activities. Have students name the rooms in which they occur.
3) Introduce the seasons of the year using pictures, calendars, etc.
4) Reinforce the seasons by having the students pantomime activities appropriate to that season. Ex: Winter-- the student could pantomime making a snowman. The names or illustrations of the seasons could be written on cards as cues to the students.
5) Finish zoo dioramas.

6) Use pictures from magazines or photographs to introduce various local places. Ex: stores, school, church, restaurants, etc.
7) Teach vocabulary/actions using T.P.R.
8) Mark "rooms" on the classroom floor with masking tape. Have the students demonstrate activities in the appropriate rooms. Ex: sleeping, eating, etc.

Recess
Snacks
Songs/Games/Rhymes/Story

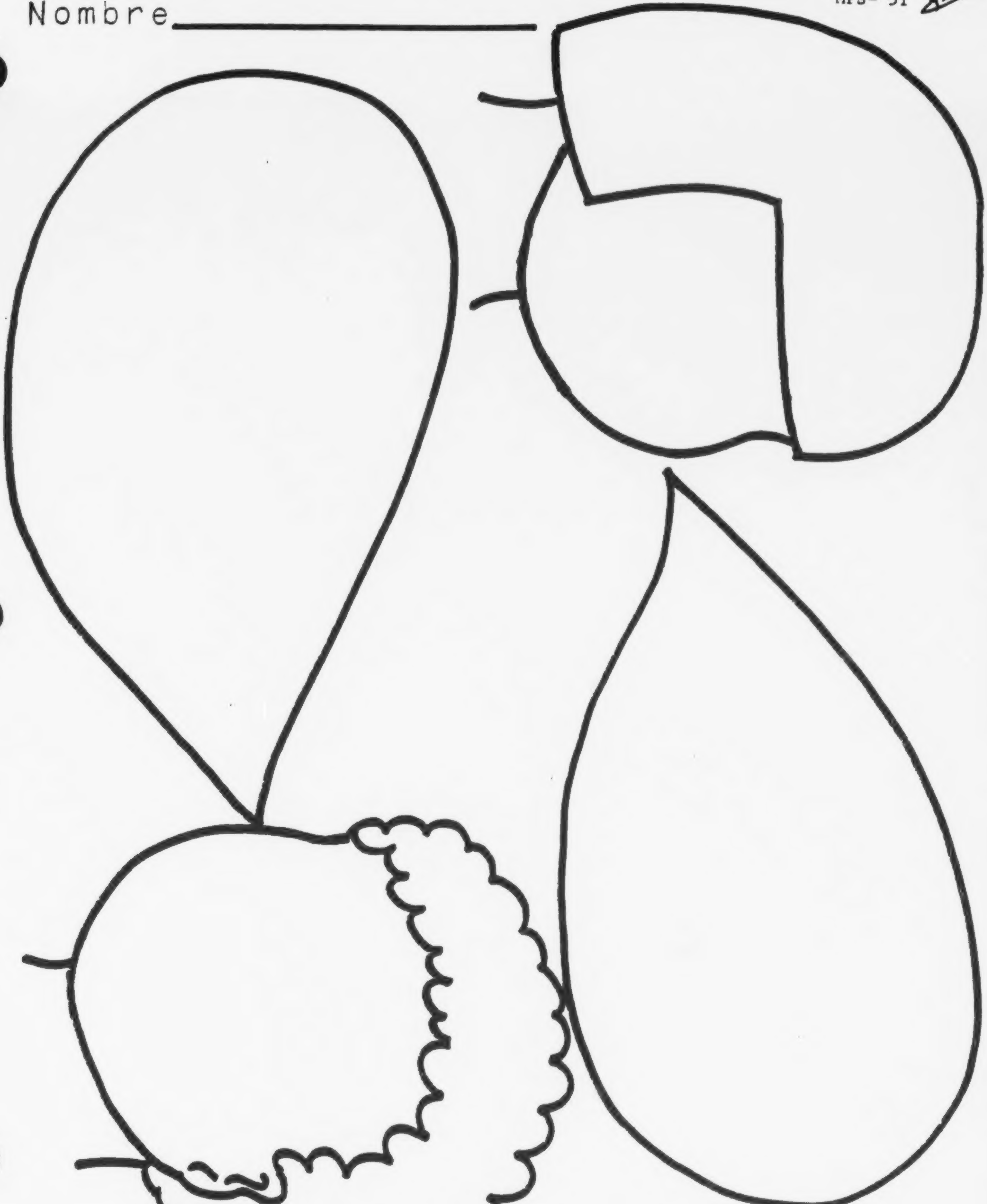
9) Use Clothing Activity Sheet 4, page 88.
10) Draw a closet and a dresser on the chalkboard or make a large poster out of kraft paper. Show students pictures or actual articles of clothing and have them indicate where the clothing would be kept--in the dresser or in the closet.
11) Have a fashion show for intermediate students. Choose one person as the moderator and have that person say simple sentences about each model. Change moderators to give other students an opportunity to practice the vocabulary.
12) Have the students draw a floor plan for their own house or bedroom. They should include the furniture etc. found there. They may then describe their floor plan to the class.
13) Use Clothing Activity Sheet 5, page 89 (this is a picture of a storefront window.) Have the students cut out pictures of clothing from magazines or catalogs and paste them in the store window. They can label the articles of clothing and present their "stores" to the class.
14) Use activities from the Cultural Activities section such as songs, dances, art projects, etc.
15) Farewell song.

# Appendix A

## Activity Sheets

# Los Saludos

Nombre________________________

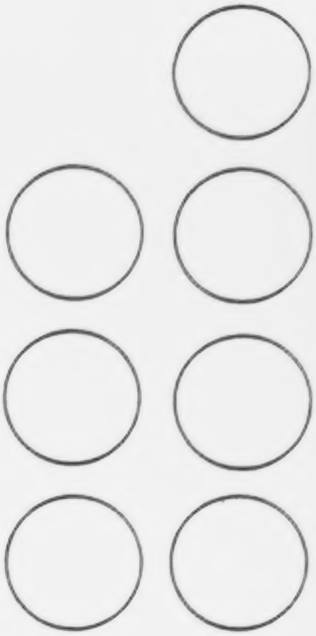


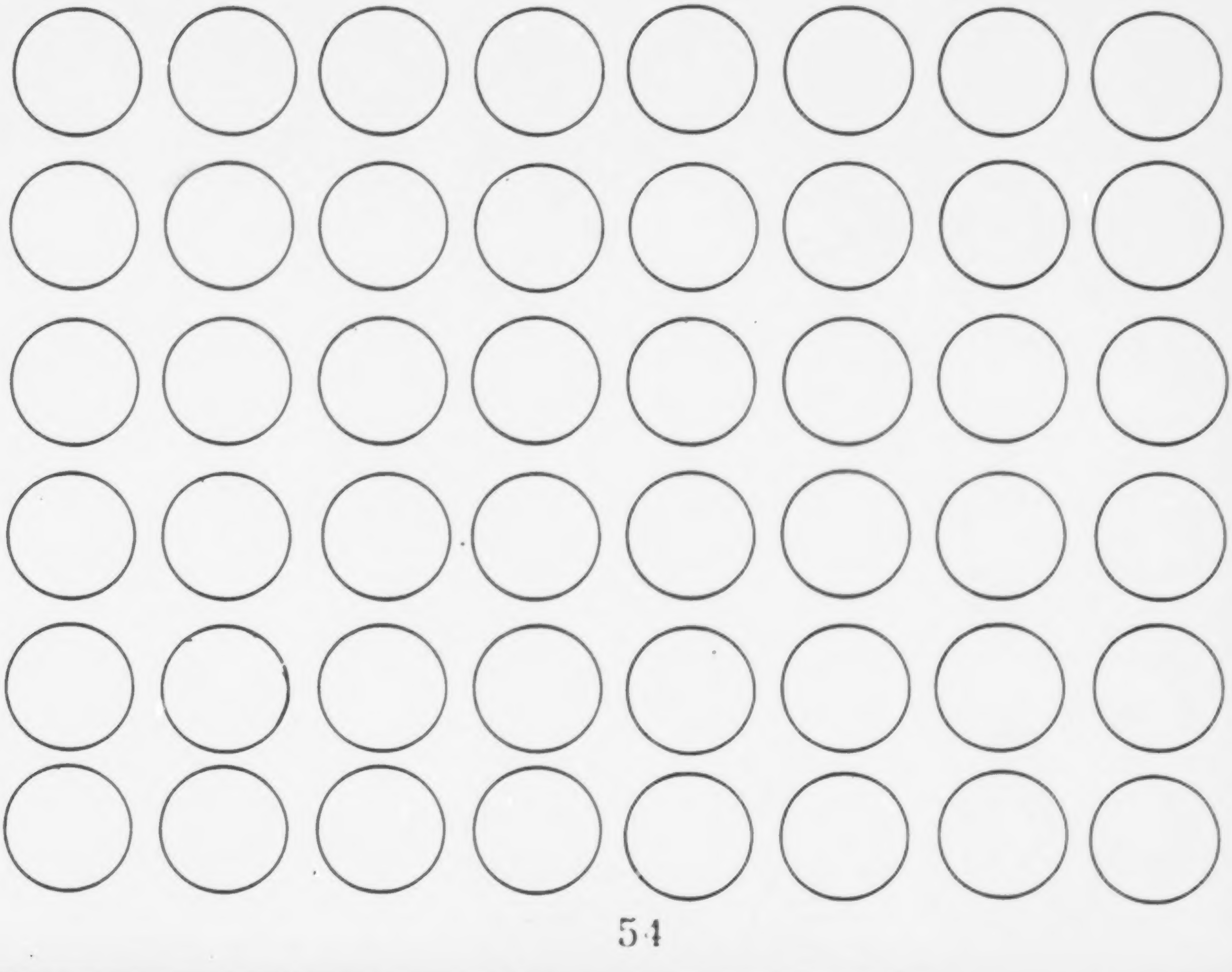
# Los Colores

Name ______________________________

Pinta . . . .

un círculo negro.
dos círculos café.
tres círculos morado.
cuatro círculos azul.
cinco círculos verde.
seis círculos amarillo.
siete círculos rojo.
ocho círculos rosado.
nueve círculos gris.
diez círculos anaranjado.





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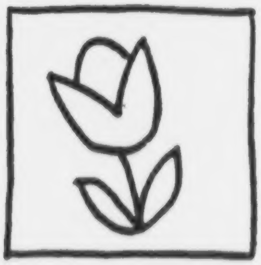

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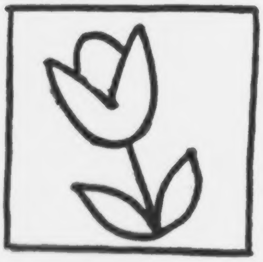
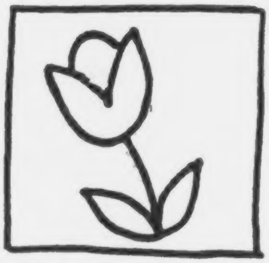
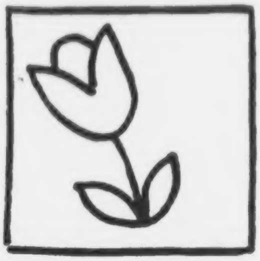


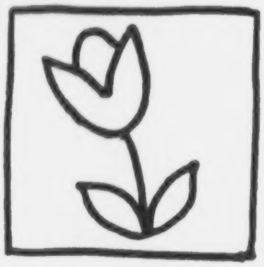
la flor amarilla



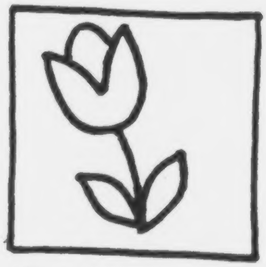
la flor rosada



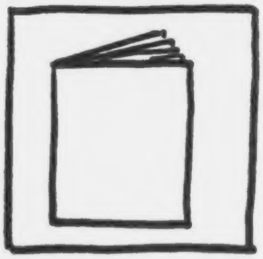
la flor morada



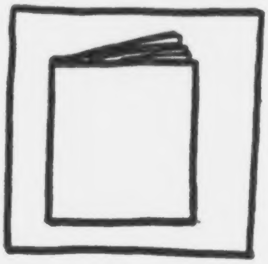
la flor anaranjada



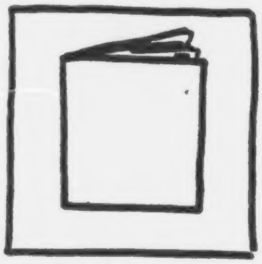
la flor blanca



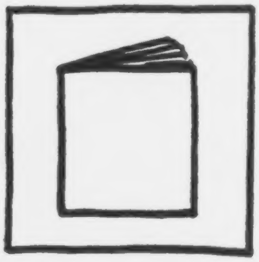
el libro azul



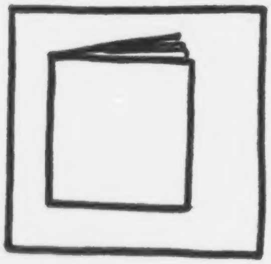
el libro negro



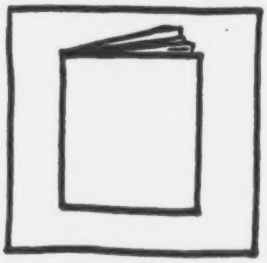
el libro café



el libro gris



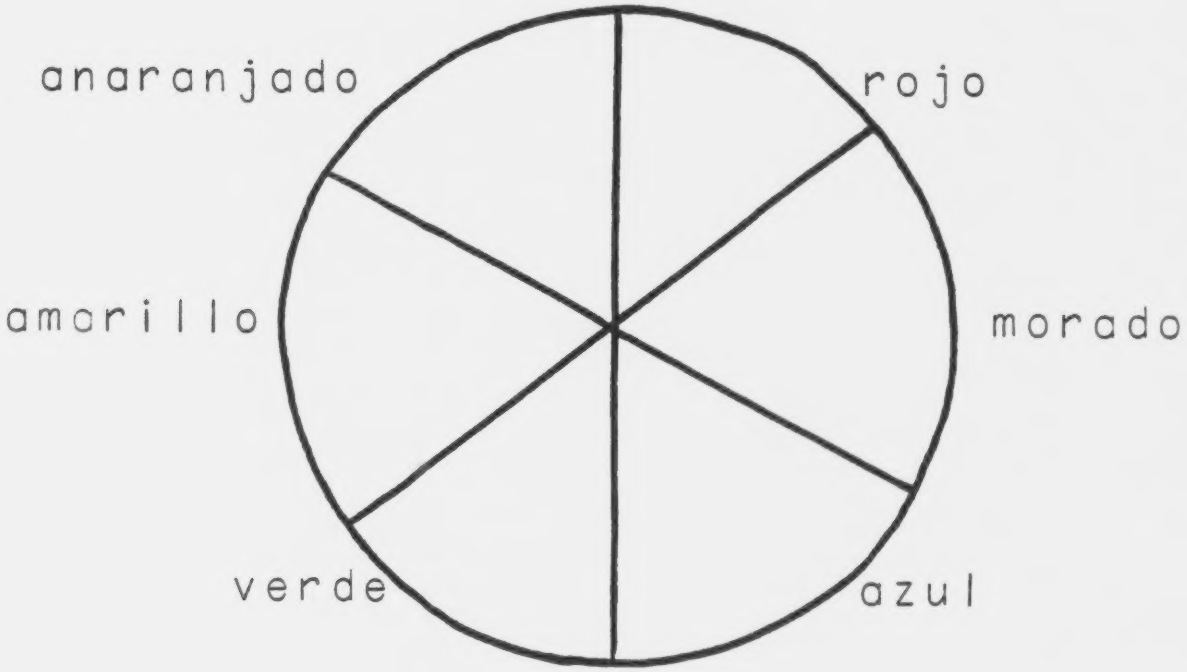
el libro morado



el libro verde

MPS- 57

Nombre______________________________


anaranjado
rojo
amarillo
morado
verde
azul

Rojo y amarillo hacen ____________________.

Rojo y azul hacen ____________________.

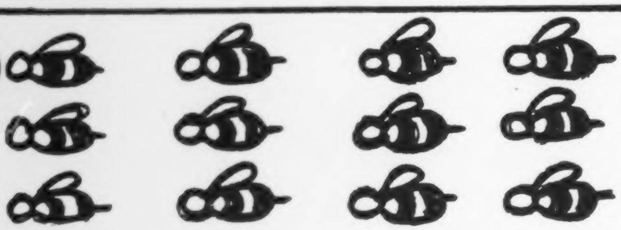
Amarillo y azul hacen ____________________.

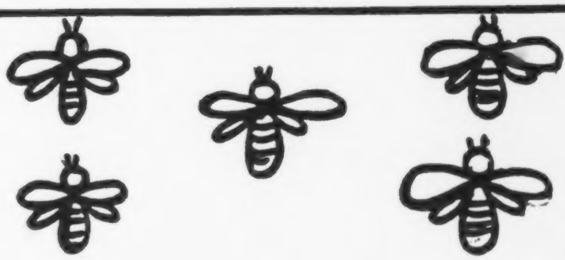
Amarillo y rojo hacen ____________________.

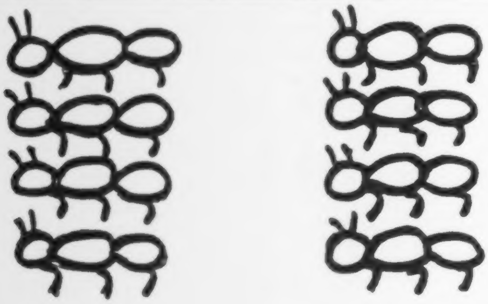
Rojo y verde hacen ____________________.

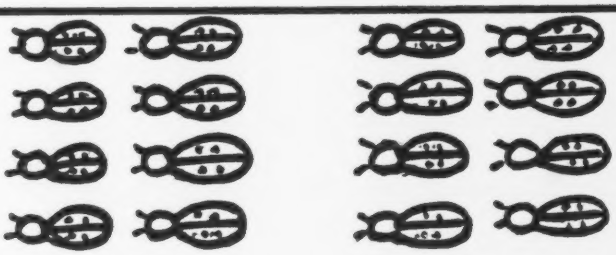
# Los Numeros

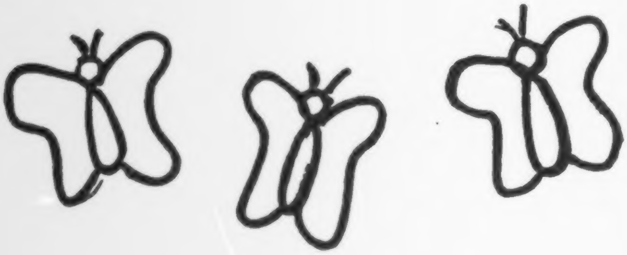
Nombre

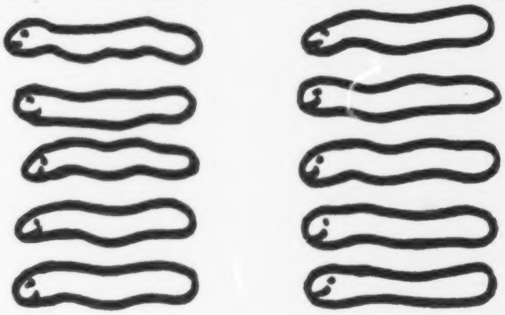












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|---|---|---|---|
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| 12 | dieciseis | 5 | diez |
| 16 | tres | 10 | ocho |

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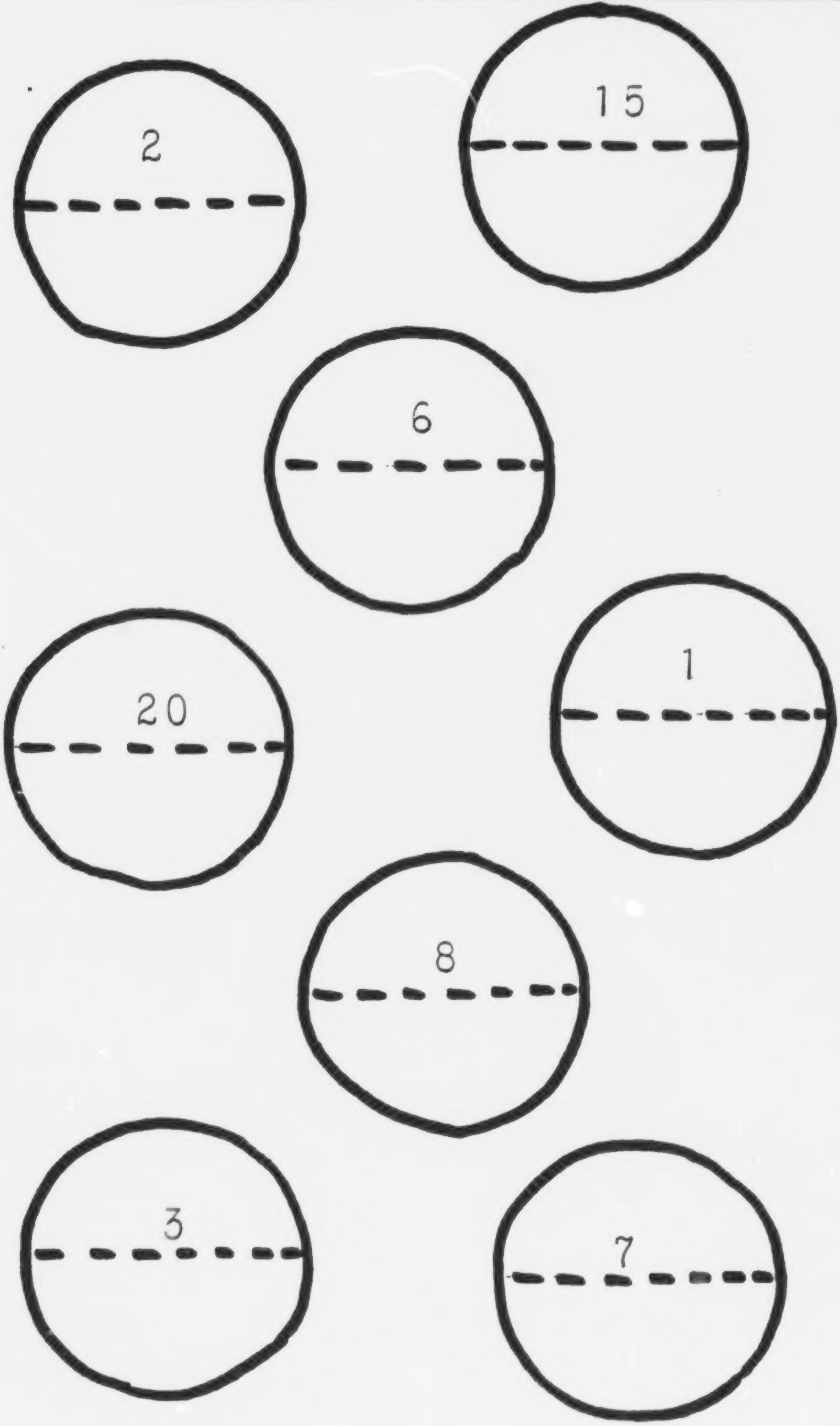
Nombre____________________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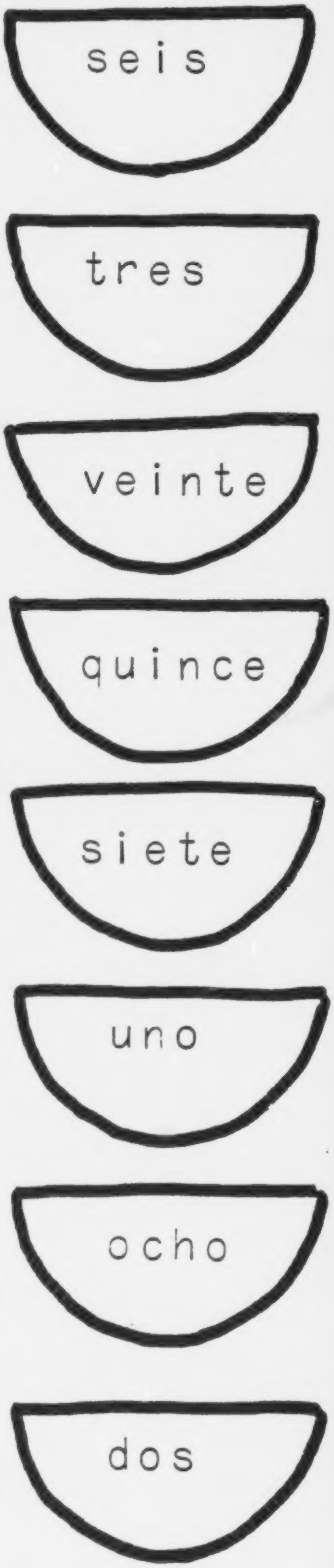
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MPS- 63

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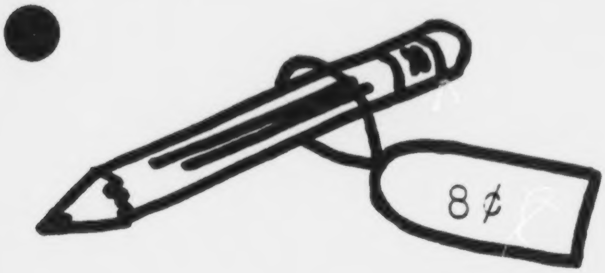

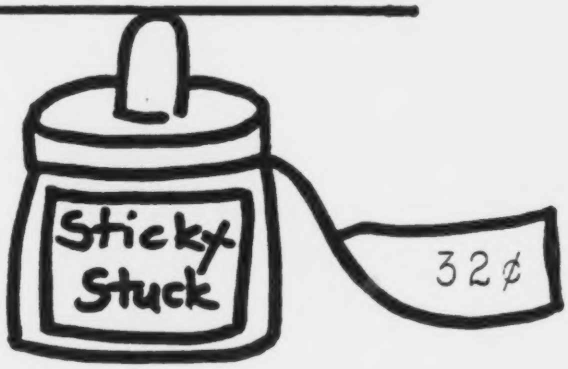
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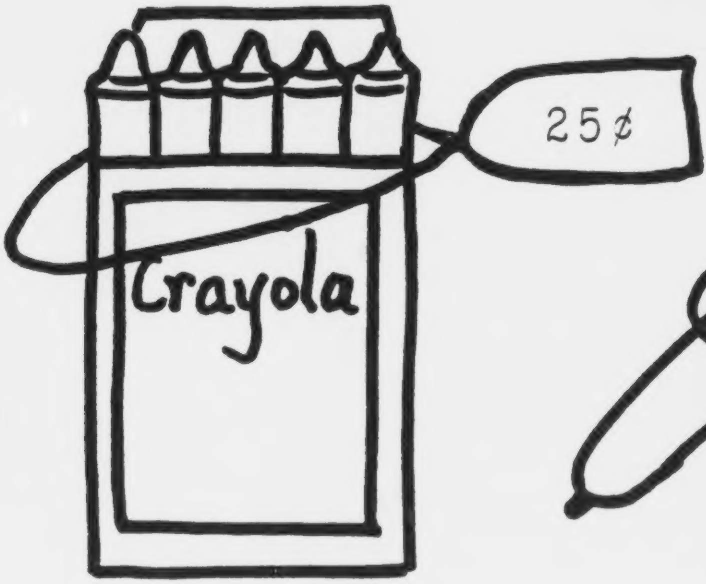
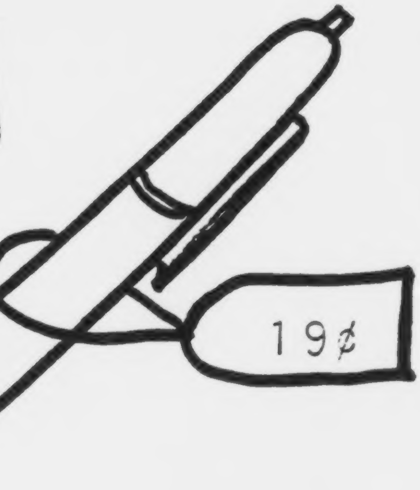
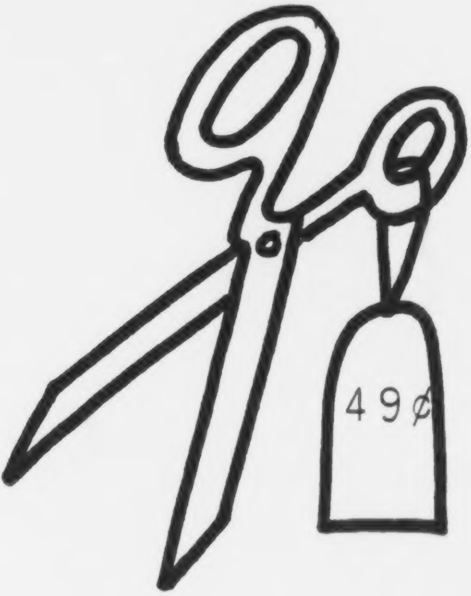
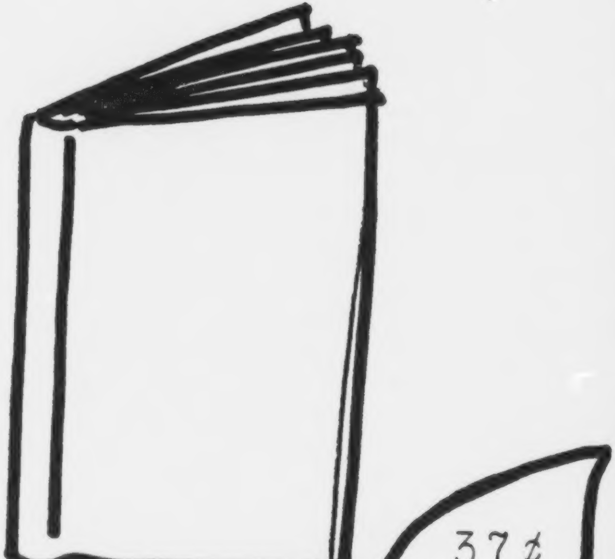
32¢









# Sala de Clase

Nombre________________________________

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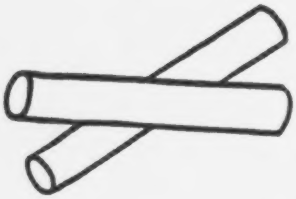

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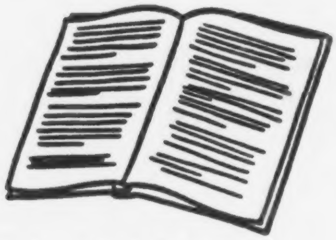

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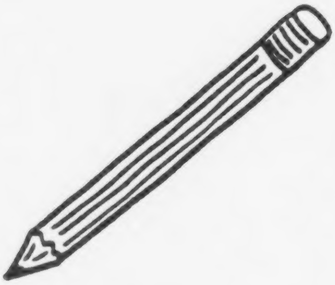

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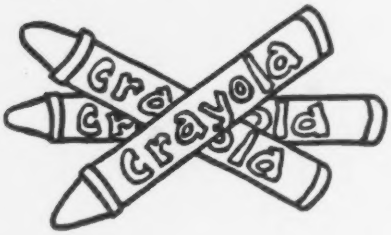
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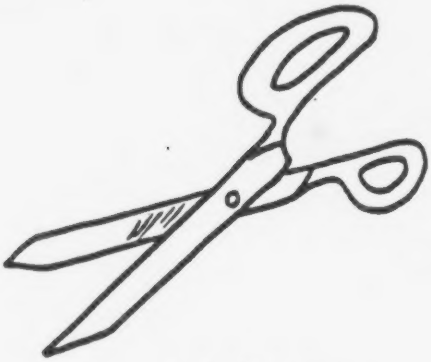
los crayones



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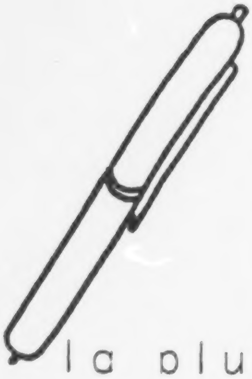

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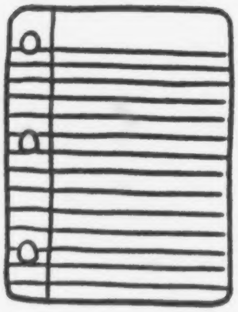

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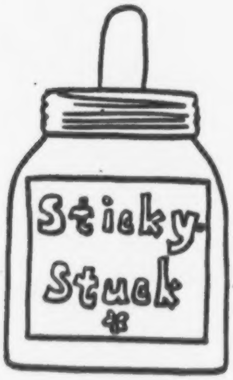
Sticky-
Stuck

la pegadura

Nombre ______________________________

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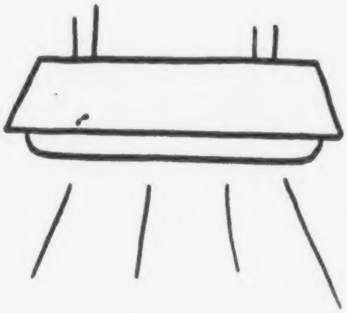

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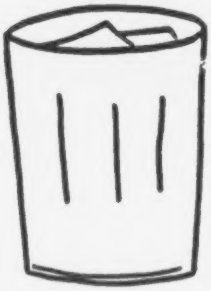

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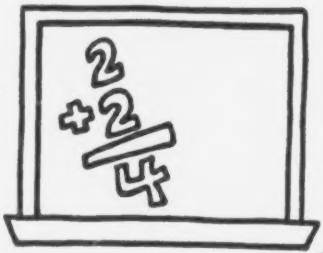

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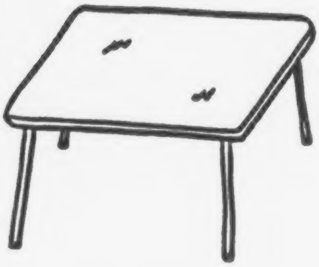

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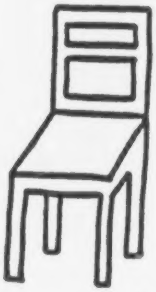

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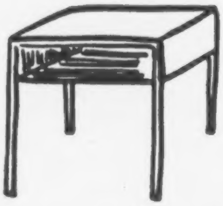

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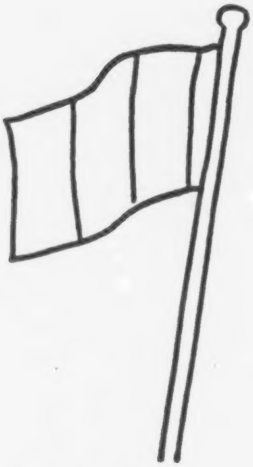

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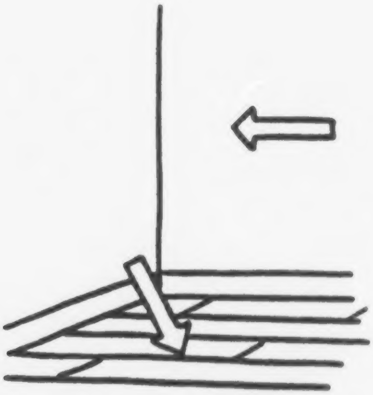

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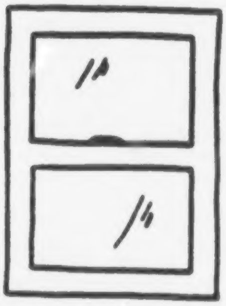

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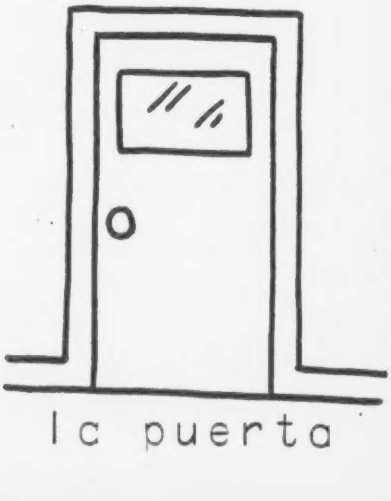

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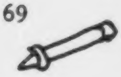
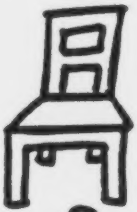
MPS- 69



Nombre________________________________

Pinta el libro amarillo.

Pinta la silla verde.



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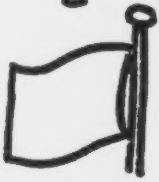
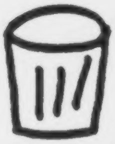


Pinta el cesto gris.



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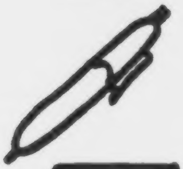
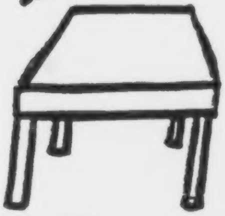
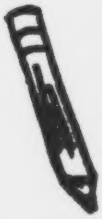


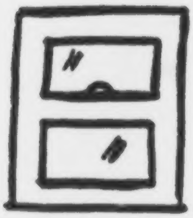
Pinta la mesa cafe.



Pinta el lapiz anaranjado.



Pinta la ventana azul.



Nombre ____________________

Pinta la bandera blanco.

Pinta la mesa café.

Pinta el lápiz anaranjado.

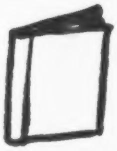
Pinta el libro amarillo.

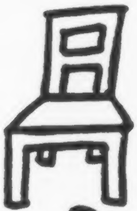
Pinta la pluma rojo.

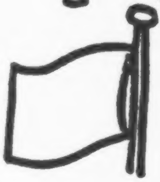
Pinta el cesto gris.

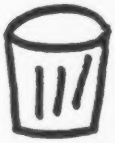
Pinta la ventana azul.

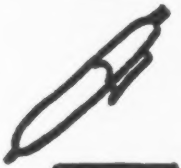
Pinta la silla verde.

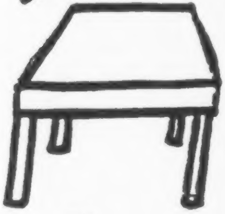


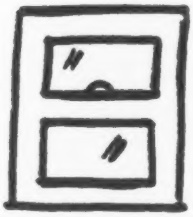




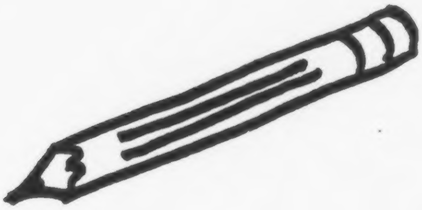


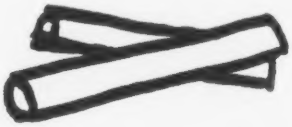


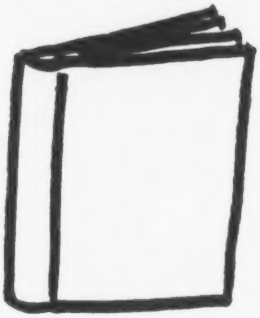


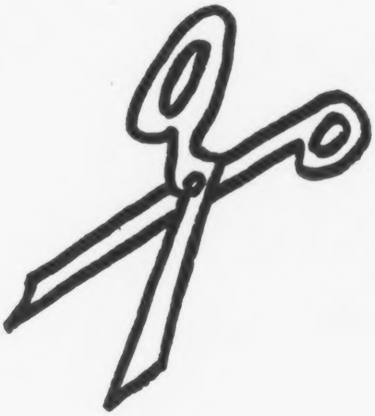


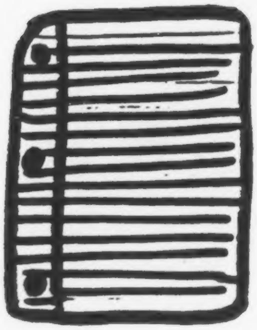
Nombre________________________________

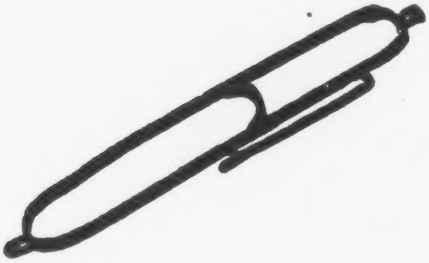












las tijeras

la pluma

la tiza

el papel

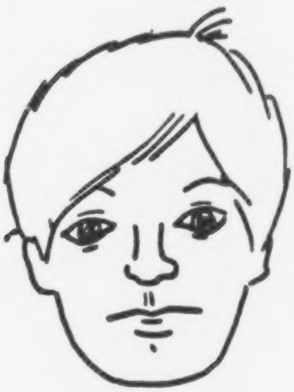
el lápiz

el libro

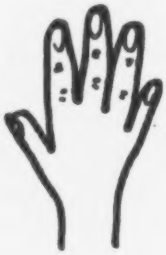
# El Cuerpo

Nombre________________________________

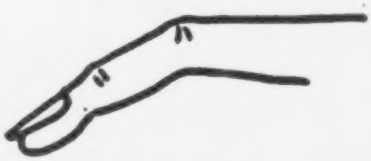
# el cuerpo



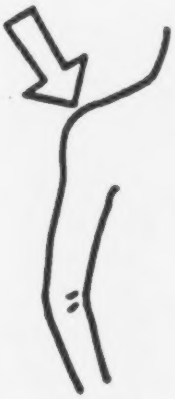
la cabeza



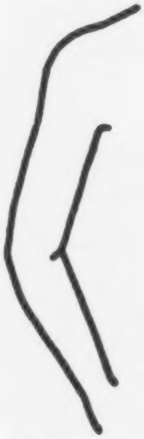
la mano



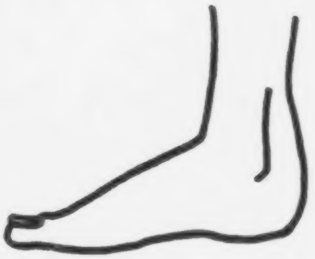
el dedo



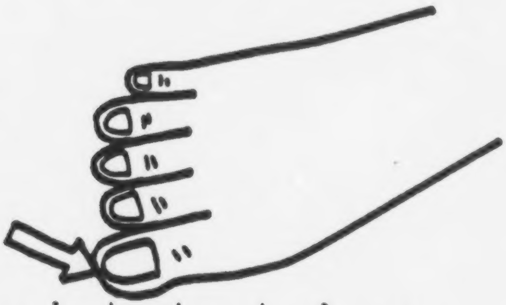
el homoro



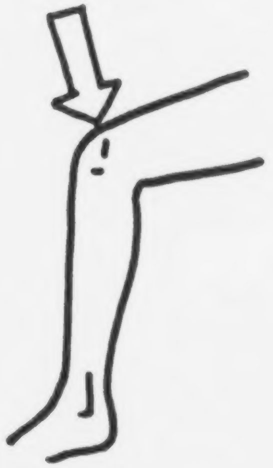
el brazo



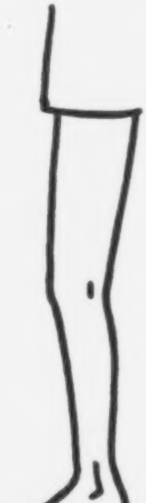
el pie



el dedo del pie



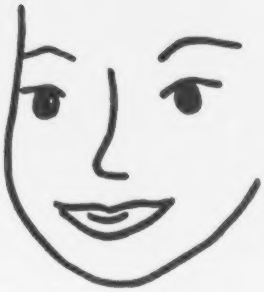
la rodilla

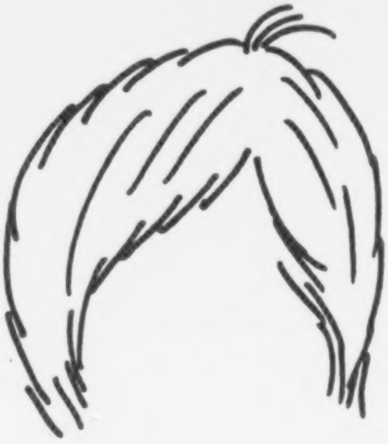


la pierna

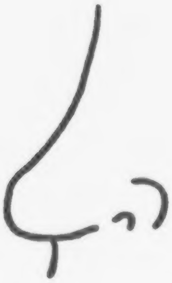
Nombre ______________________________

la cara

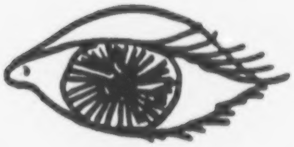




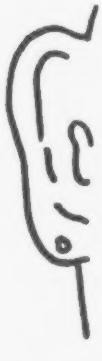
el pelo



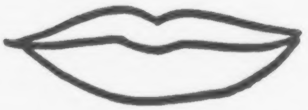
la nariz



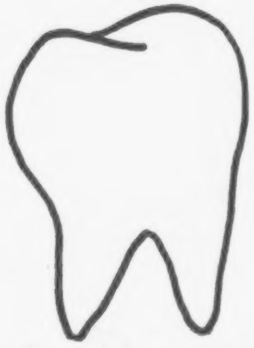
el ojo



la oreja



la boca



el diente

MPS- 76

Nombre________________________________________

Tengo dos pies.

Tengo dos manos.

Tengo una cabeza.

Tengo dos orejas.

Tengo una boca.

Tengo una nariz.

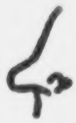
Tengo dos brazos.

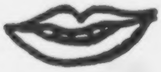
Tengo dos piernas.

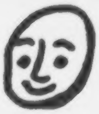
Tengo dos ojos.

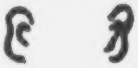
Tengo dos hombros.

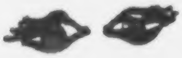
Tengo una cara.

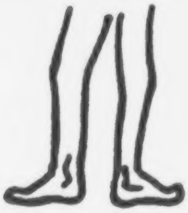


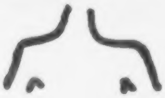


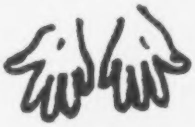


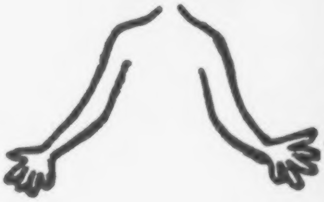


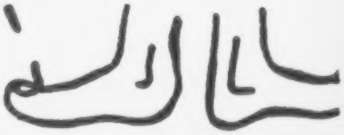


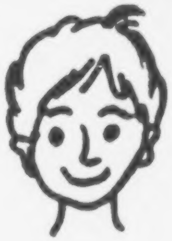








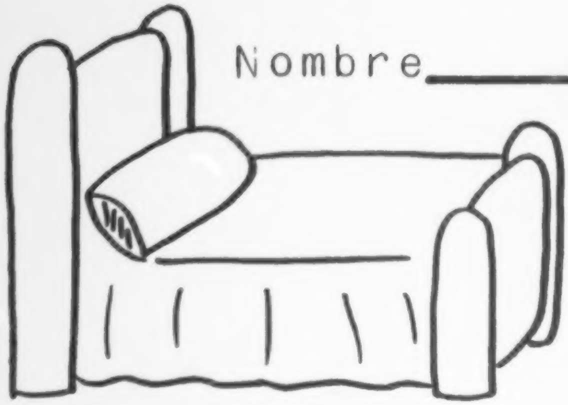




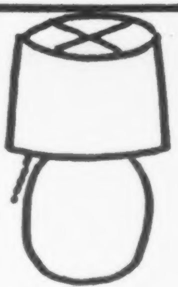
# La Casa

MPS- 79

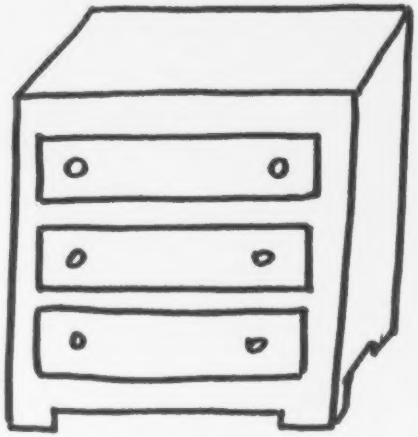
Nombre ____________________



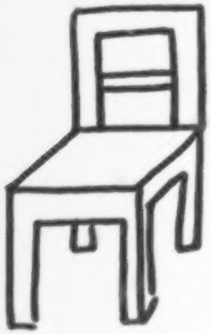
la cama



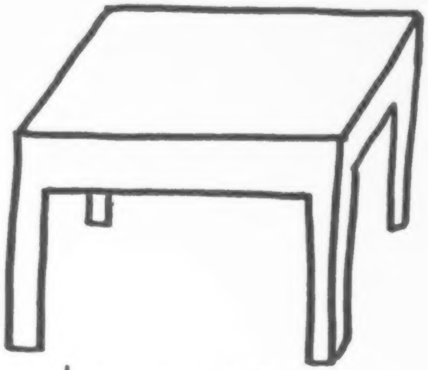
la lámpara



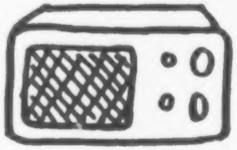
el tocador



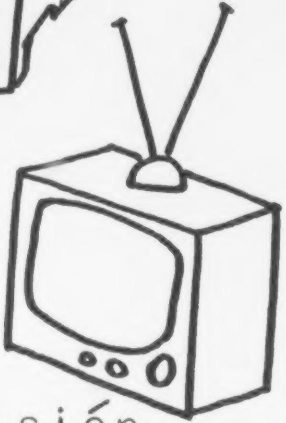
la silla



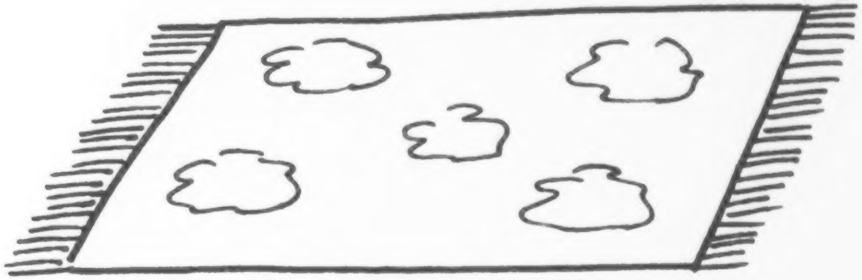
la mesa



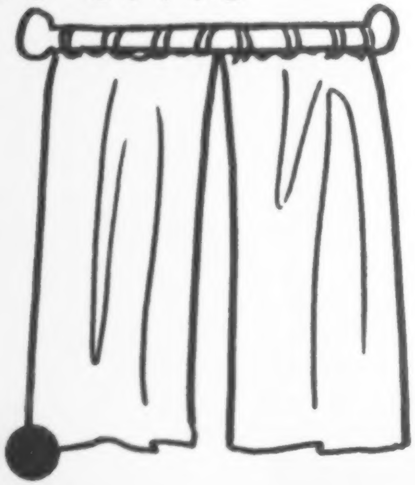
el radio



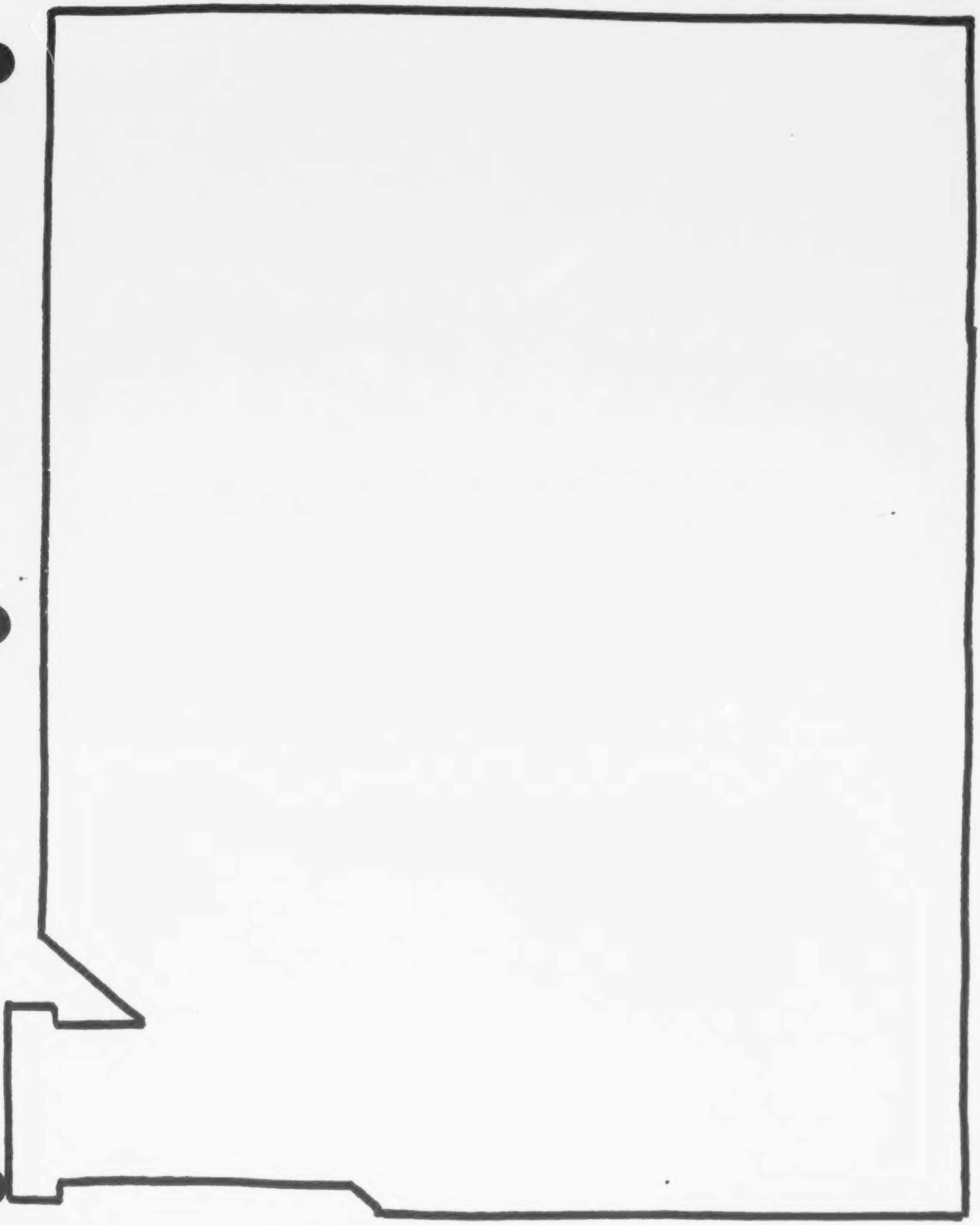
la televisión

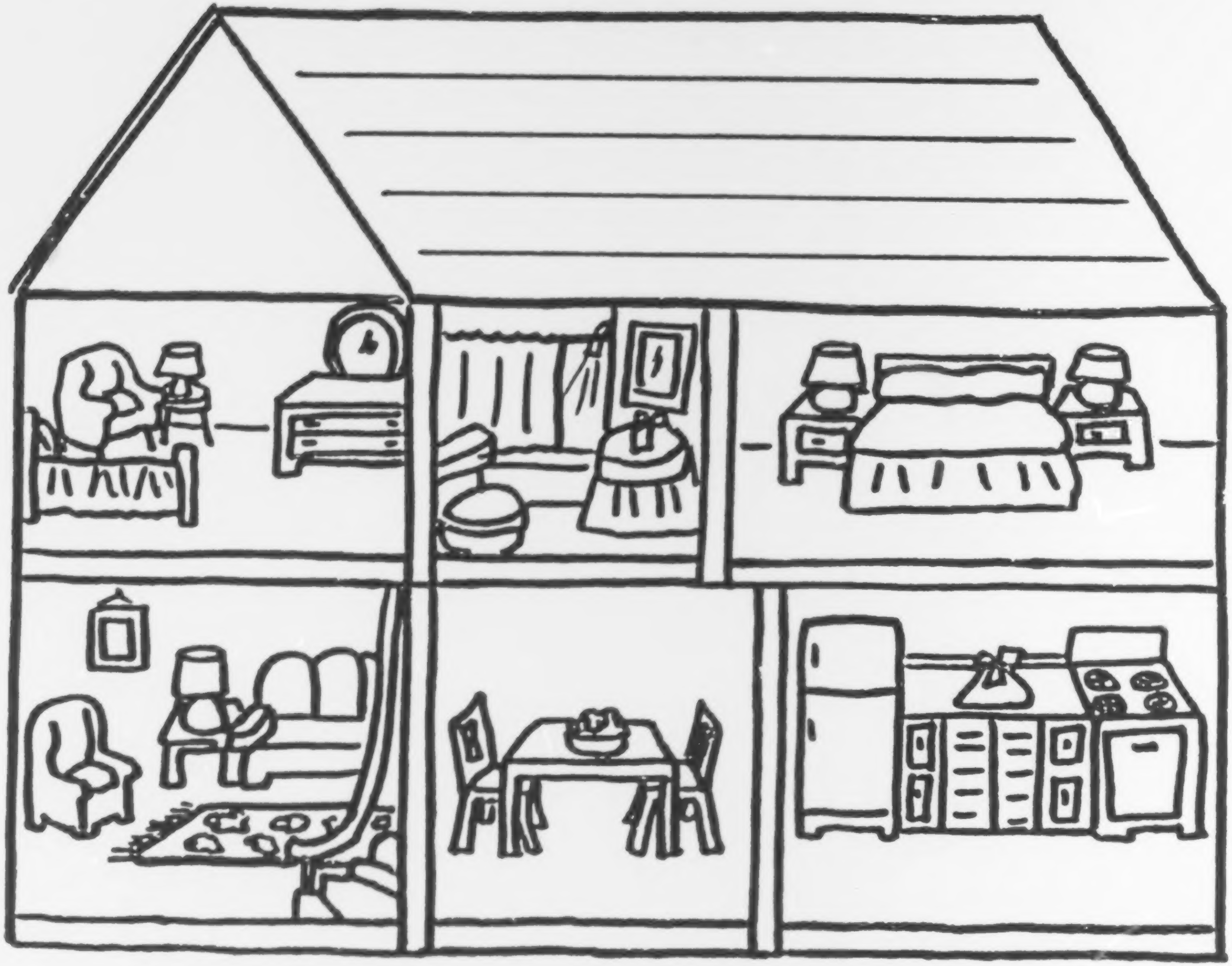


la alfombra



las cortinas





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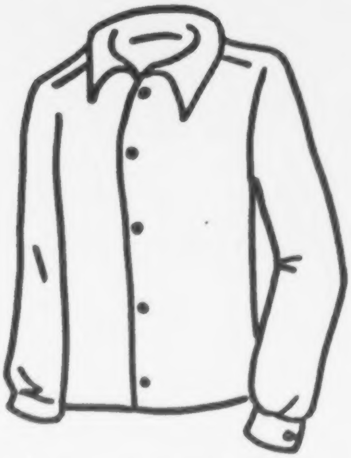
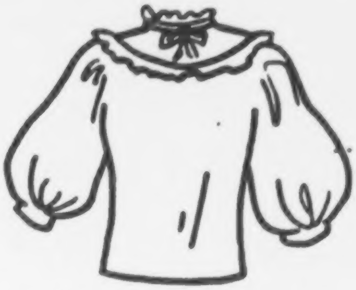
# La Ropa

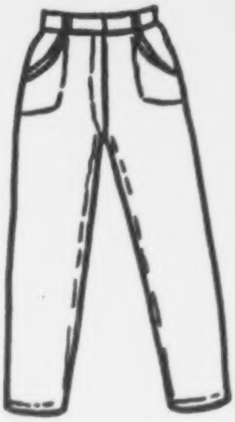
Nombre ____________________



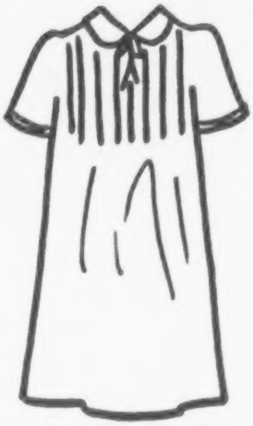
la camisa



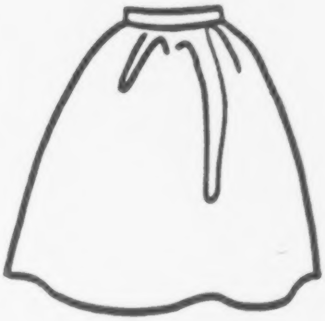
la blusa



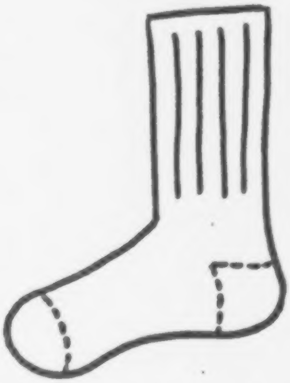
los pantalones



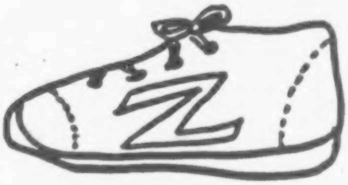
el vestido



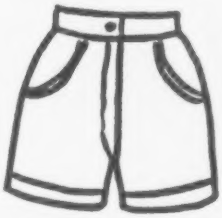
la falda



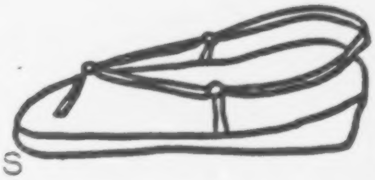
el calcetin



el zapato

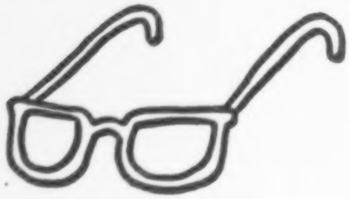


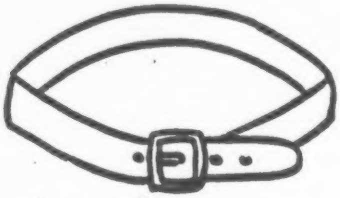
los pantalones cortos

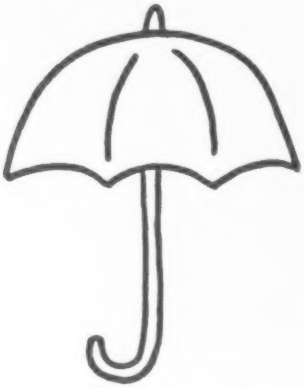


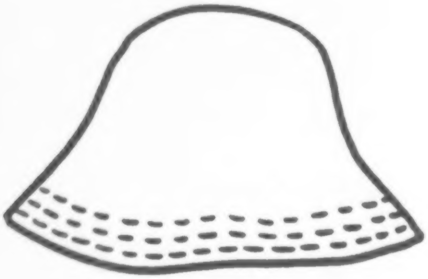
la sandalia

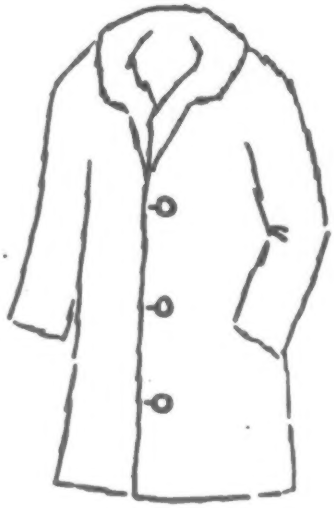
Nombre ______________________________

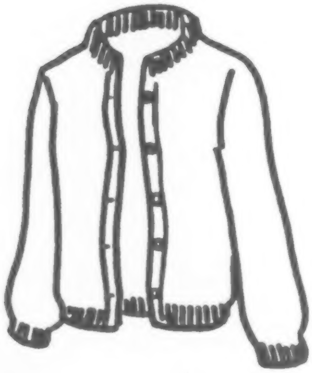

los lentes

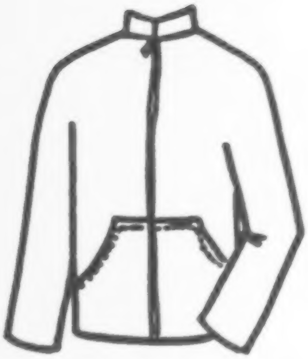

la faja


la sombrilla

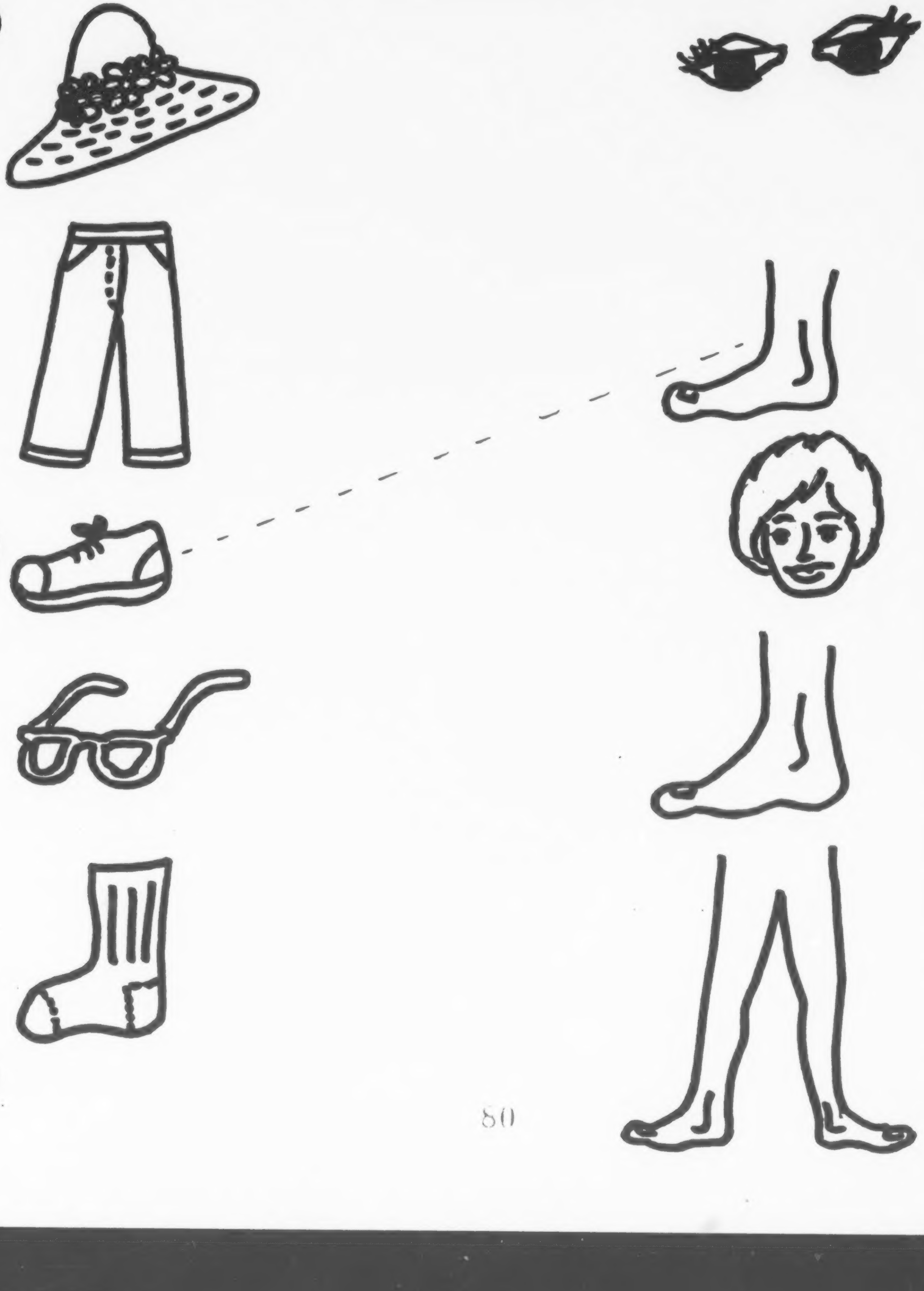

el sombrero


el abrigo


el suéter


la chaqueta

Nombre ______________________________



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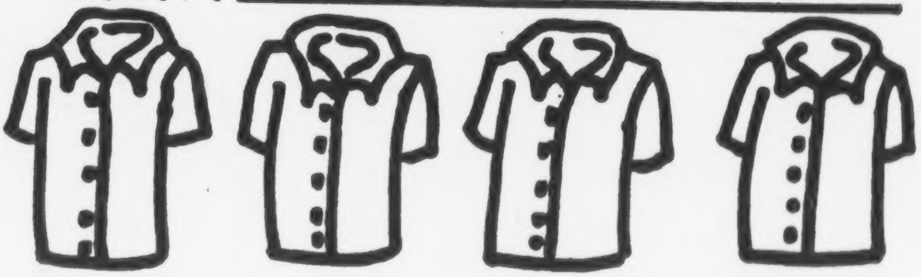
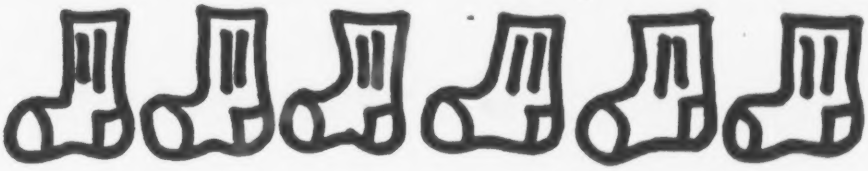
Nombre ______________________



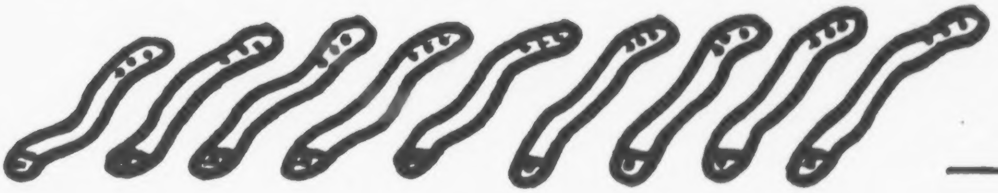
3 + 1 = 4

tres camisas verdes y una camisa azul



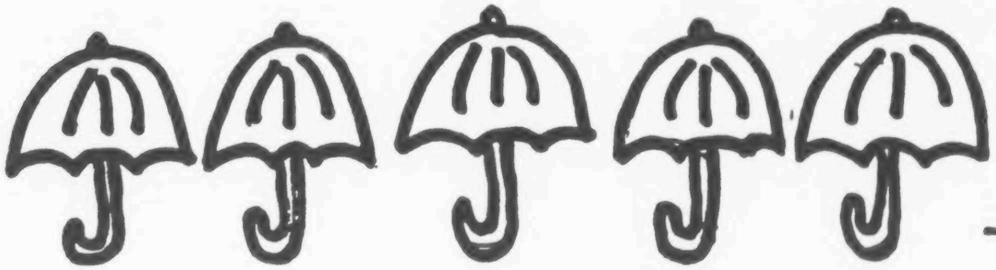
4 + 2 = ___

cuatro calcetines amarillos y dos calcetines gris



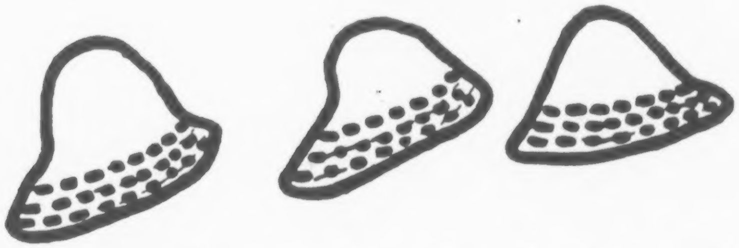
___ + ___ = ___

cinco fajas cafés y cuatro fajas negras



___ + ___ = ___

tres sombrillas moradas y dos sombrillas rojas



___ + ___ = ___

un sombrero anaranjado y dos sombreros rosados

Nombre

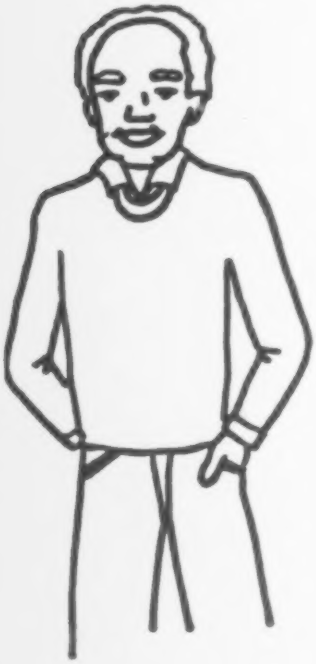
MPS - 89

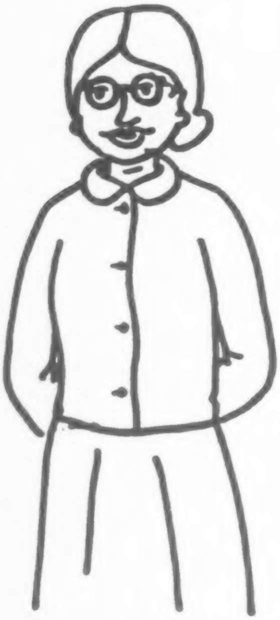
MPS- 90

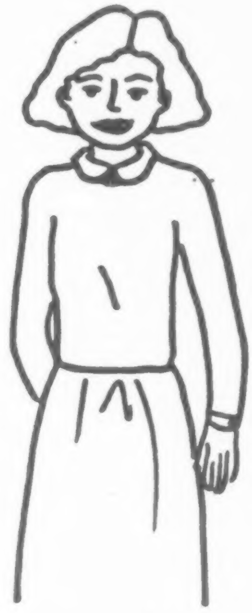
# La Familia

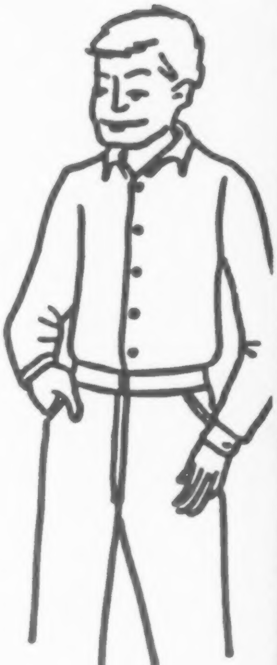
Nombre ______________________________ MPS- 93

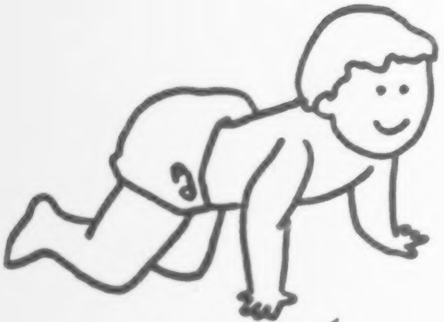
# la familia

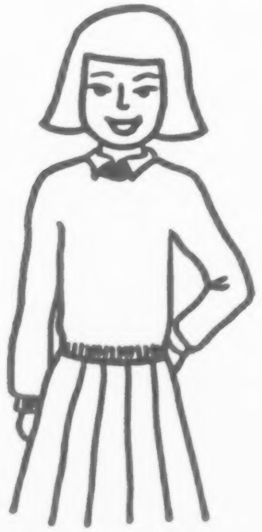

el abuelo

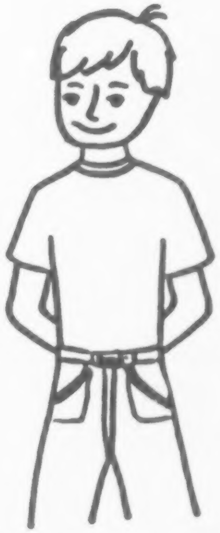

la abuela


la madre


el padre


el bebé


la hermana


el hermano

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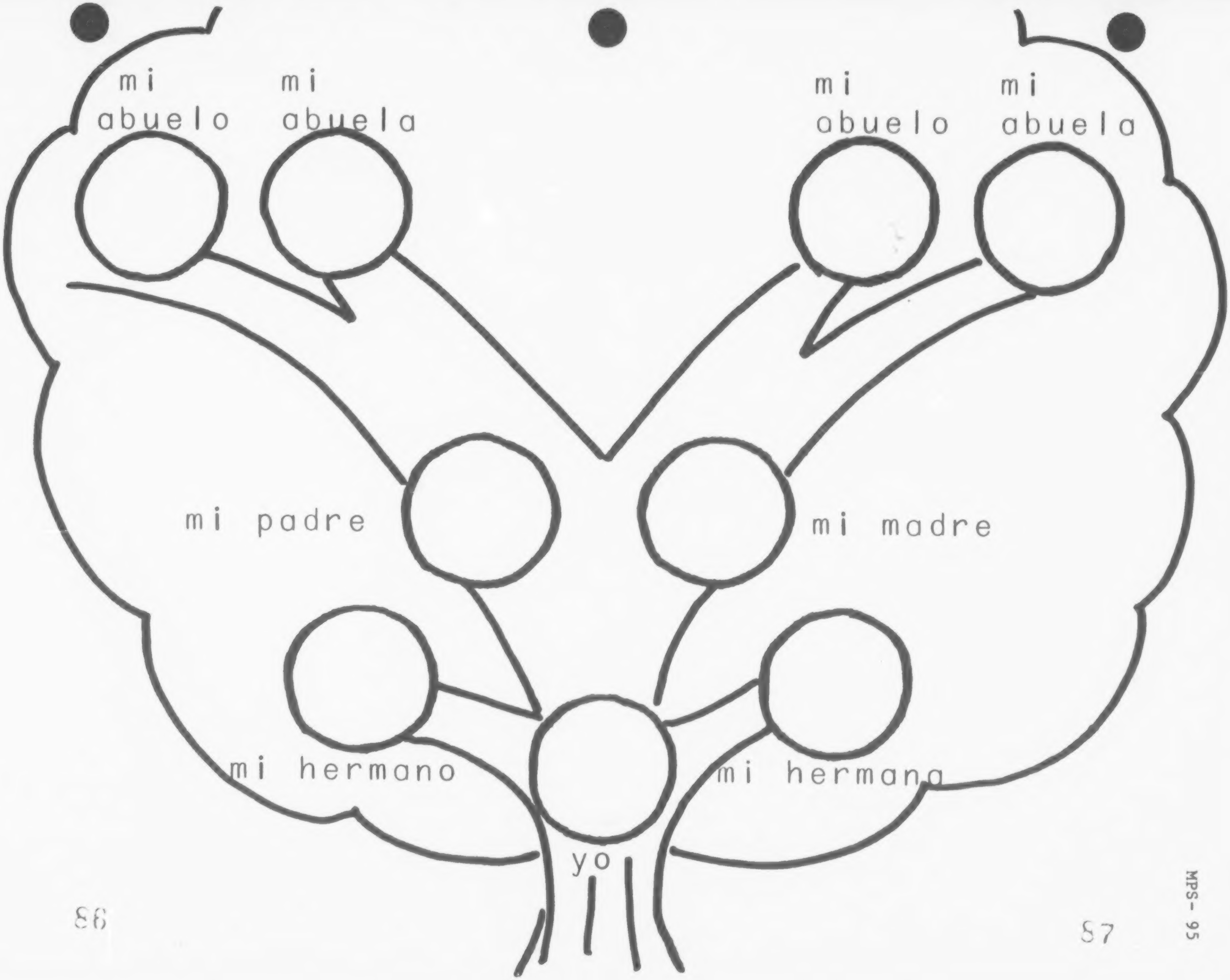
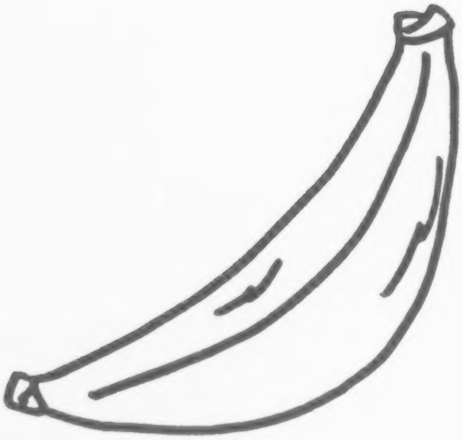

mi abuelo
mi abuela
mi abuelo
mi abuela
mi padre
mi madre
mi hermano
mi hermana
yo

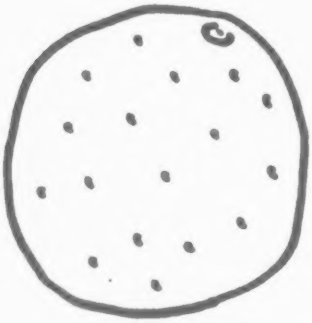
# La Comida

Nombre ____________________

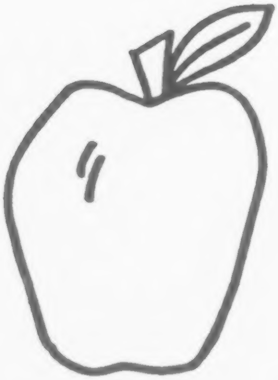
# las frutas



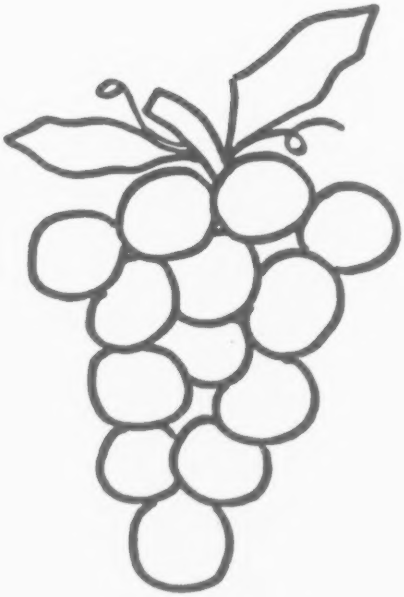
la banana



la naranja



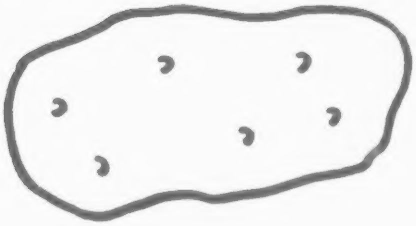
la manzana



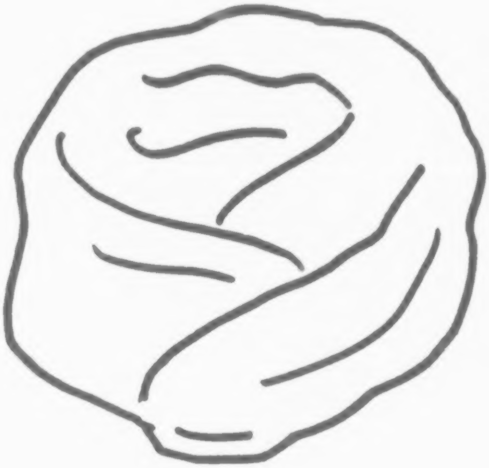
las uvas

Nombre ______________________________ MPS- 100

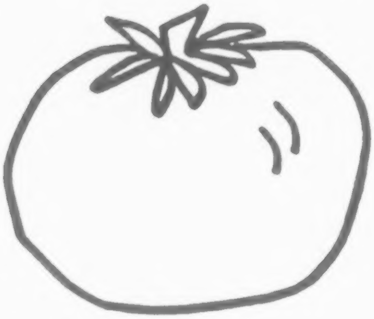
# las verduras



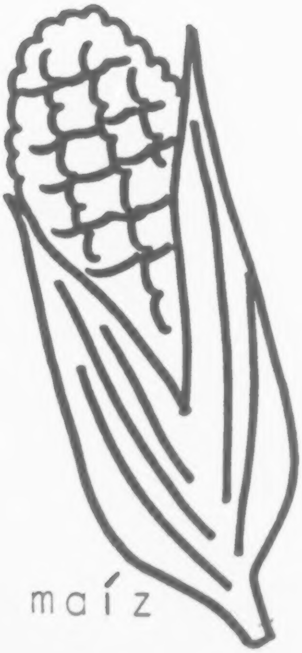
la papa



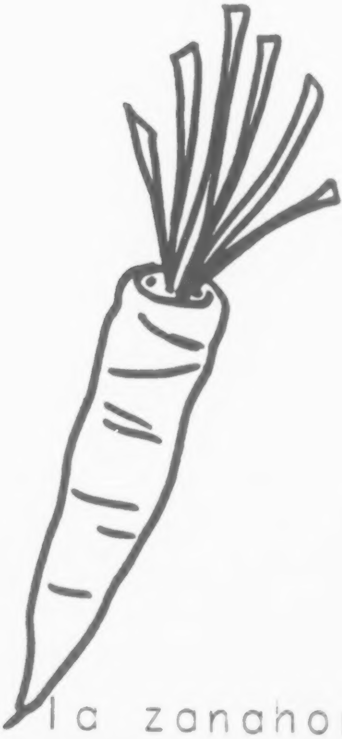
la lechuga



el tomate

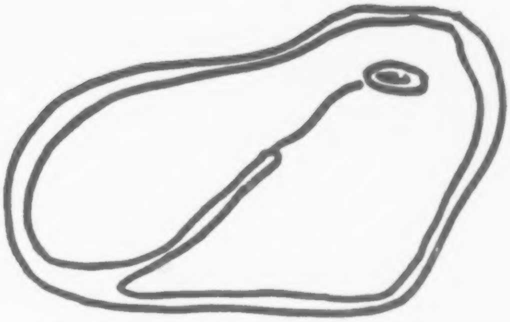


el maíz

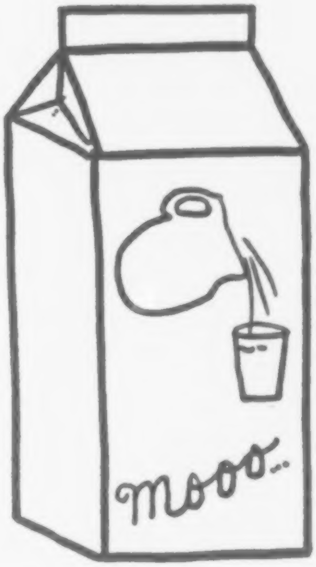


la zanahoria

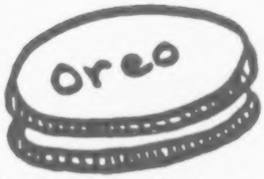
Nombre ______________________________



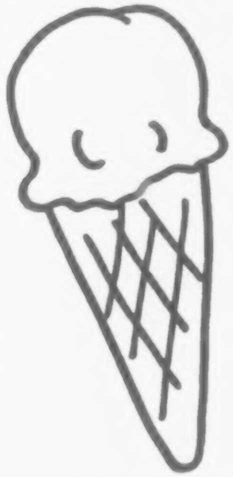
la carne



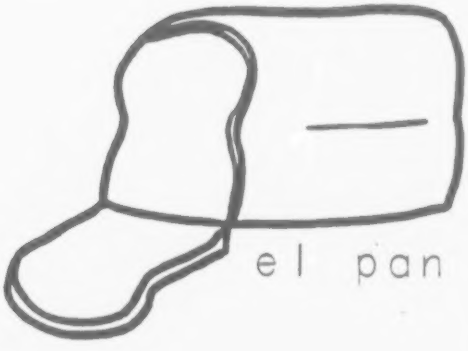
la leche



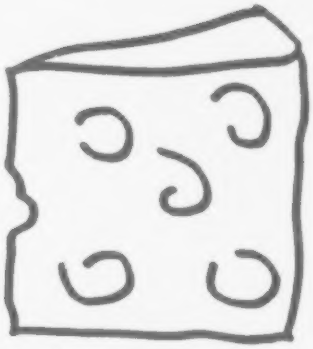
la galleta



el helcado



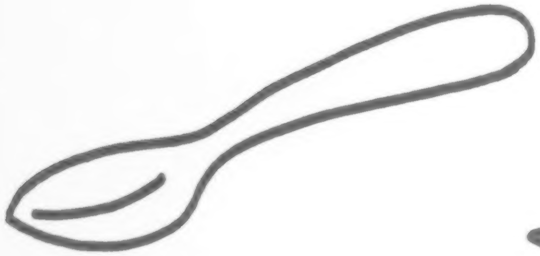
el pan



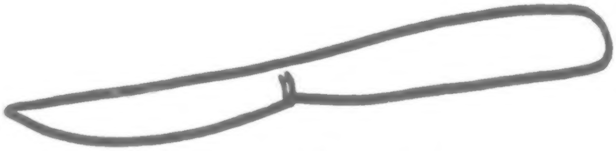
el queso

Nombre ______________________________

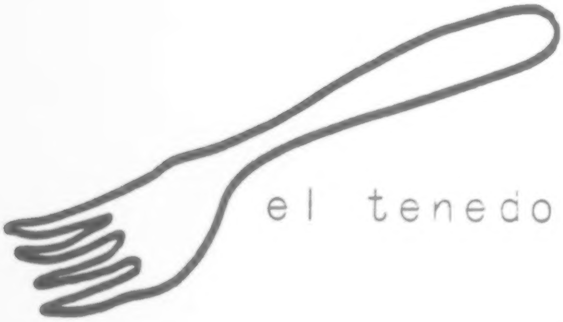
# a la mesa



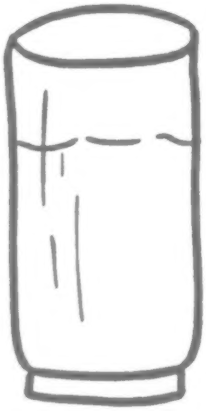
la cuchara



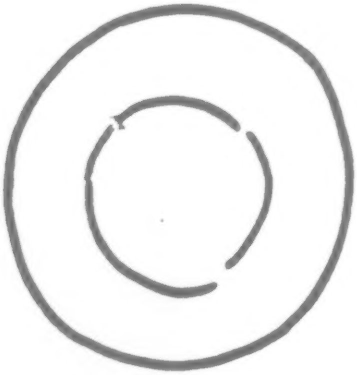
el cuchillo



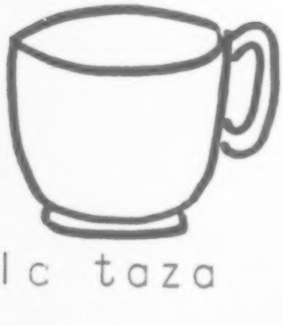
el tenedor



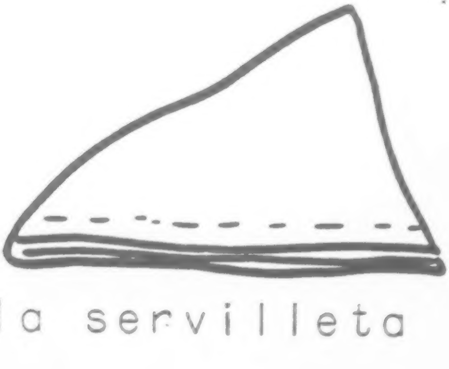
el vaso



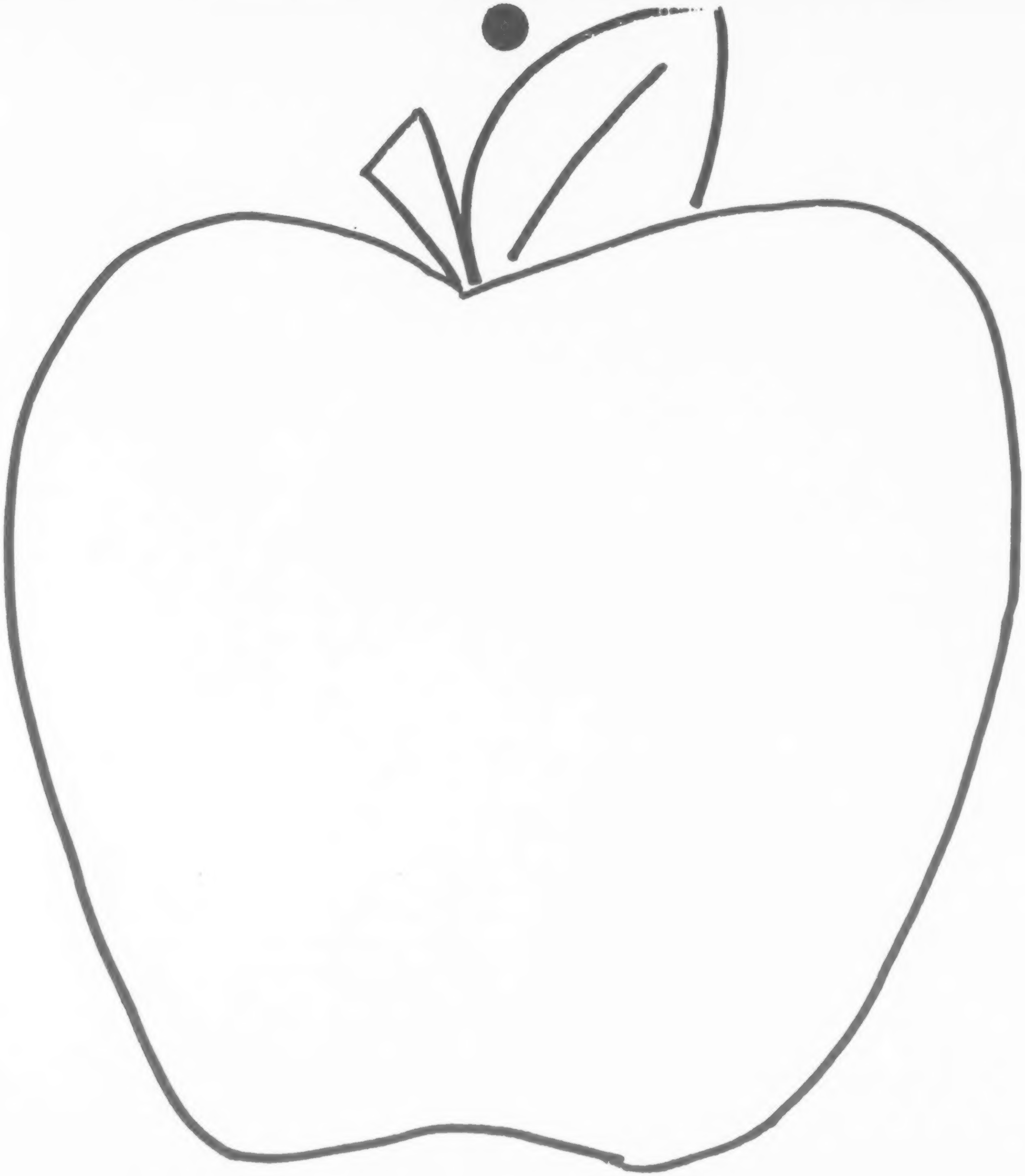
el plato

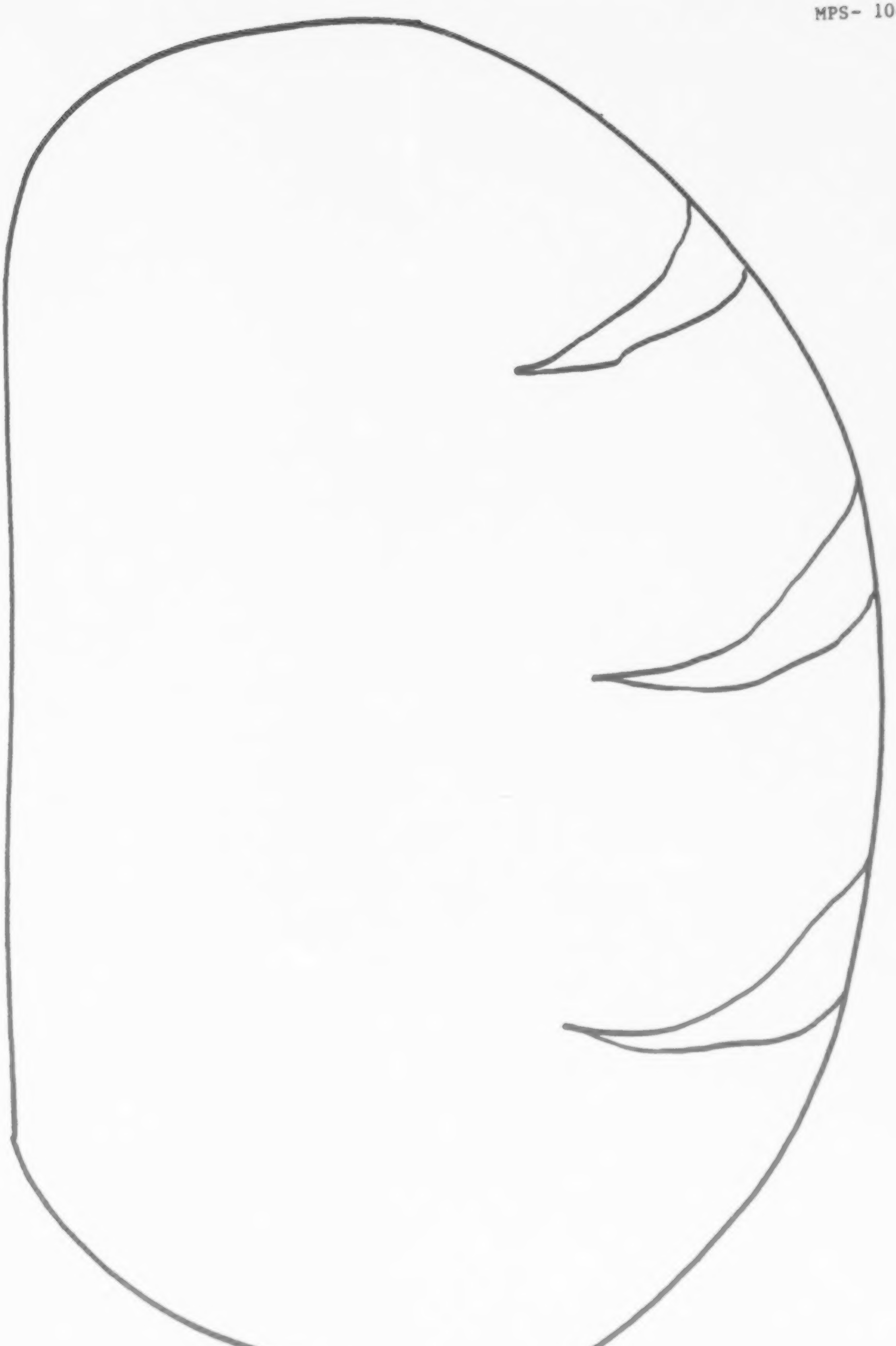


la taza

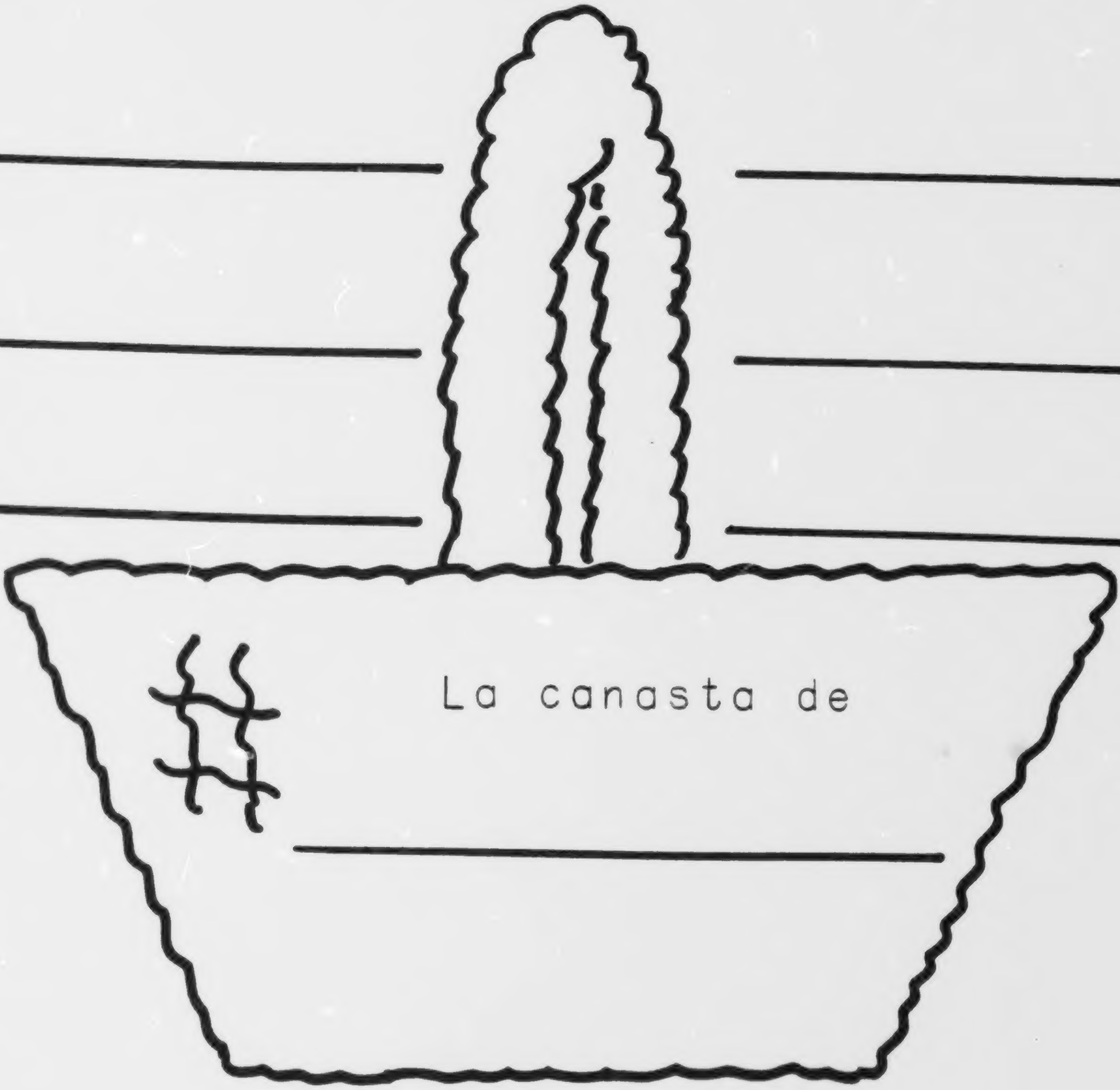


la servilleta





# Vamos al picnic

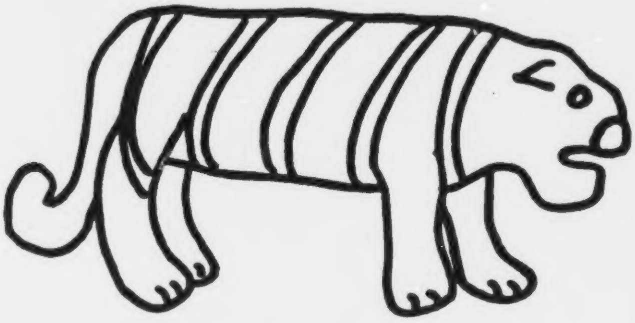

La canasta de

| | | |
|---|---|---|
| la manzana | la puerta | la zanahoría |
| la ventana | el queso | la banana |
| el pan | la leche | la cama |

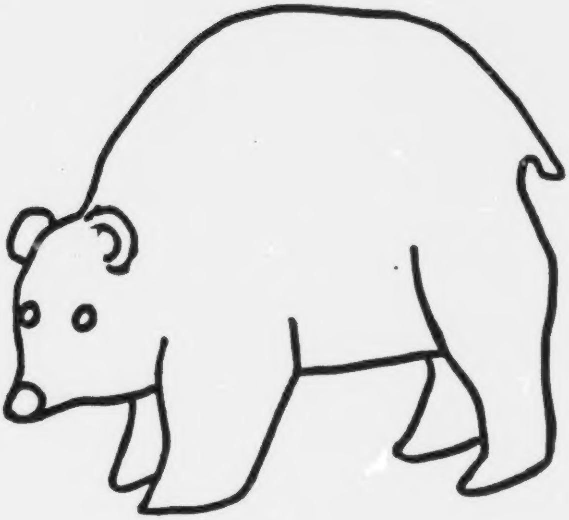
# Los Animales

Nombre ______________________________

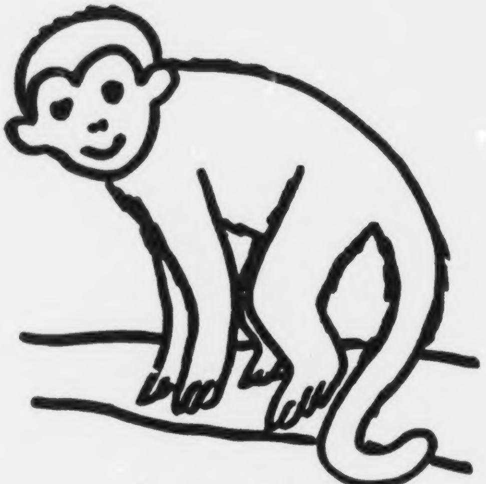
# el parque zoologíco



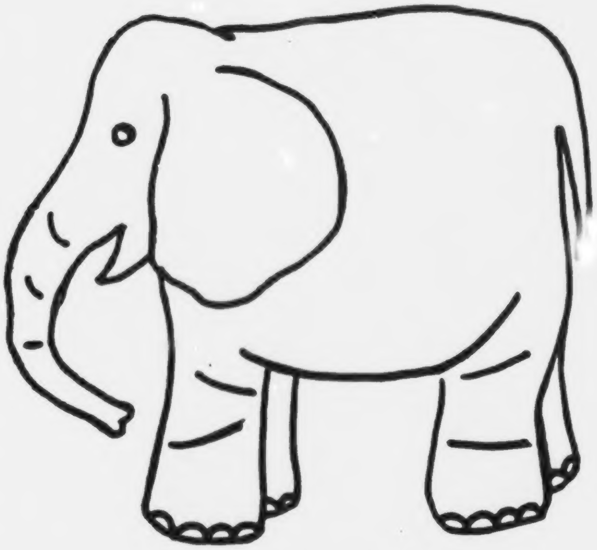
el tigre



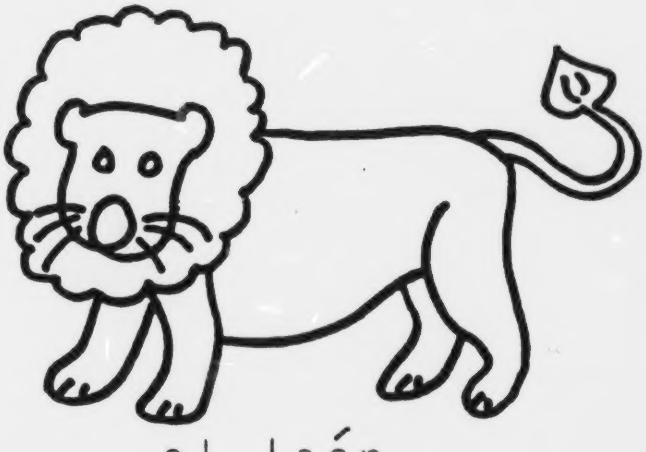
el oso



el mono



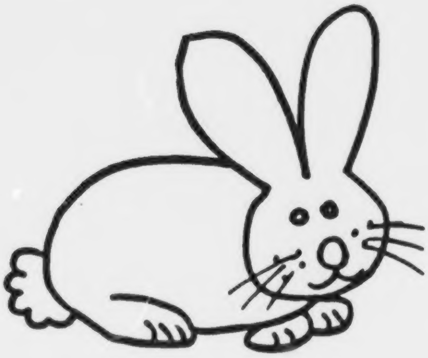
el elefante



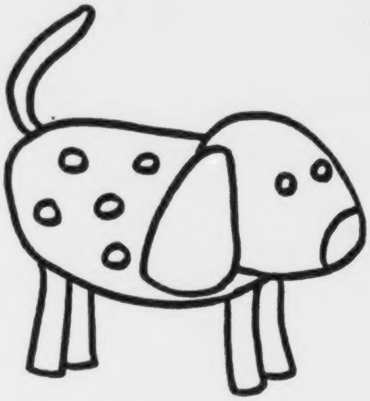
el león

Nombre ______________________________

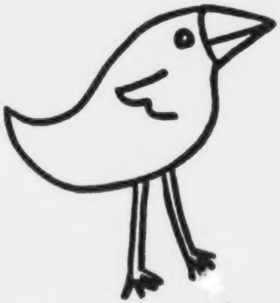
# los animales



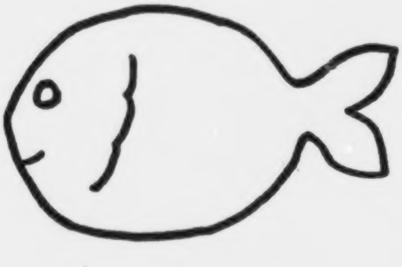
el conejo



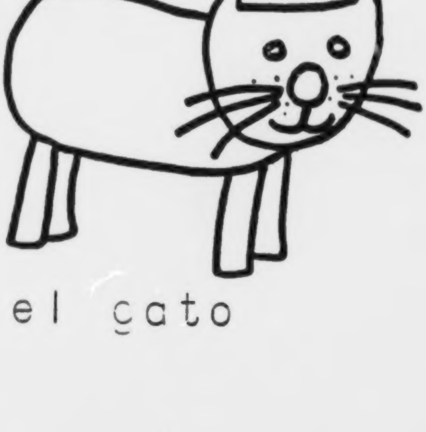
el perro



el pajáro



el pez

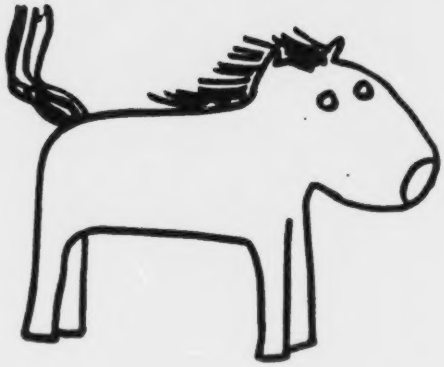


el gato

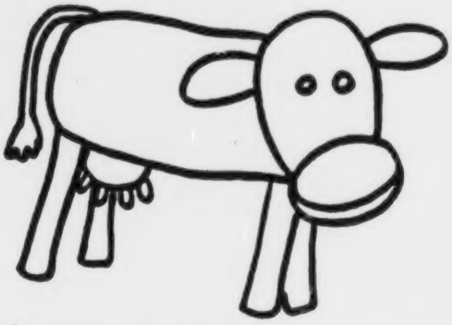
MPS- 111

Nombre ______________________________

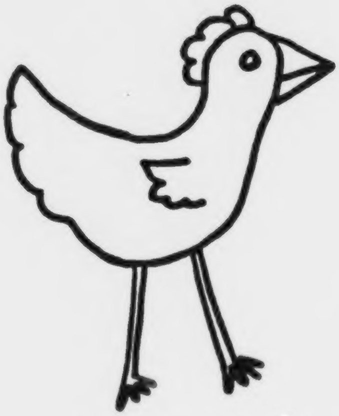
# los animales de la granja



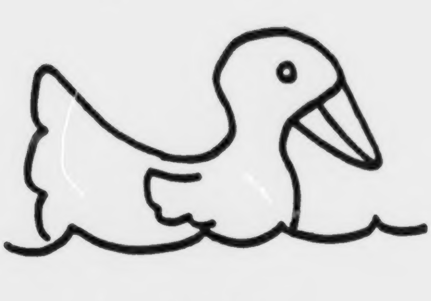
el caballo



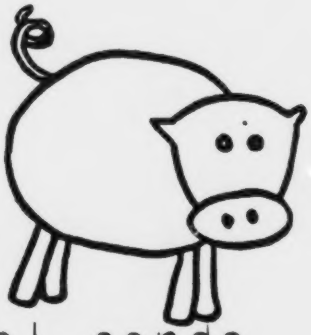
la vaca



la gallina



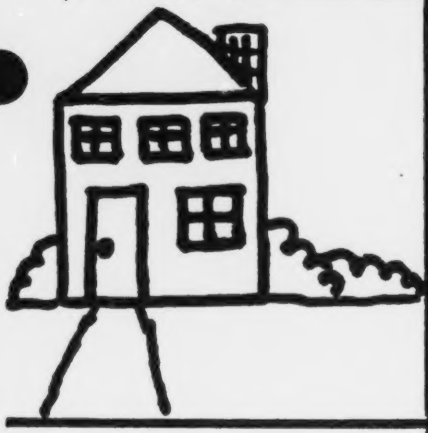
el pato



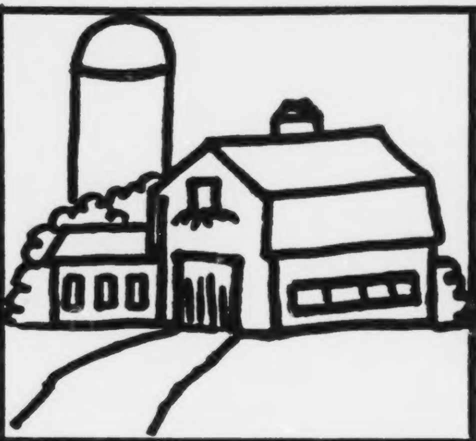
el cerdo

MPS- 112

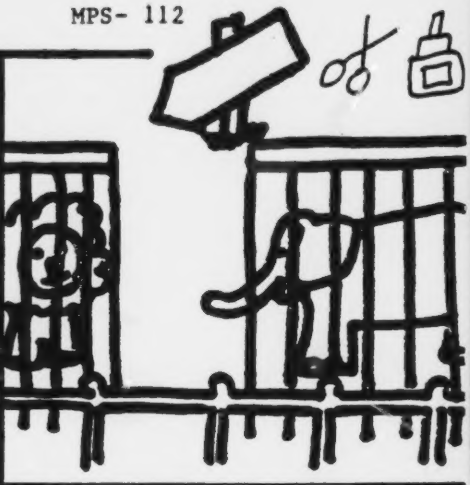
Nombre________________________________



la casa



la granja



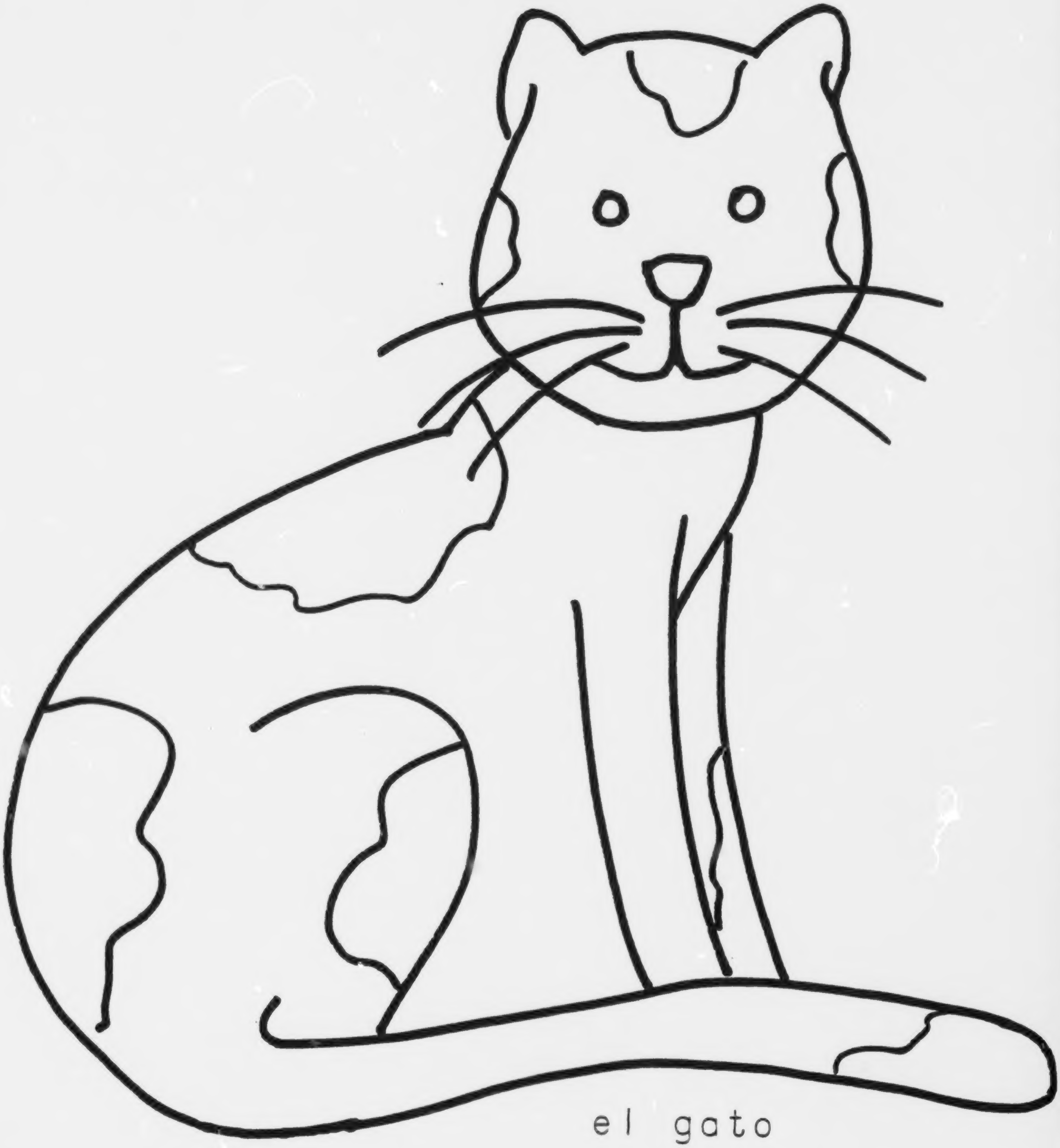
el parque zoologíco

el cerdo
la gallina
el caballo
la vaca

el gato
el león
el perro
el pez

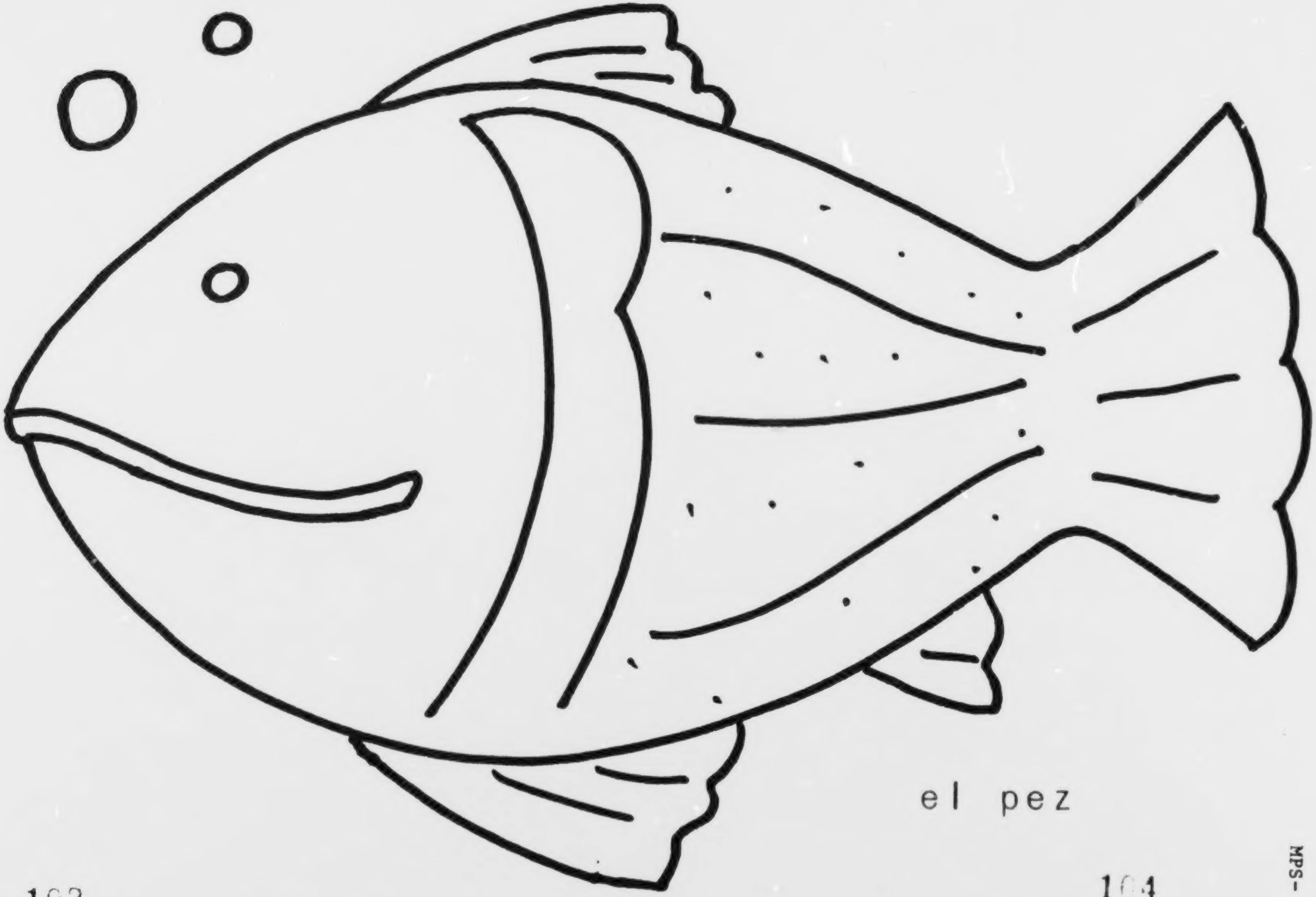
el tigre
el mono
el elefante
el oso

Nombre_______________________________



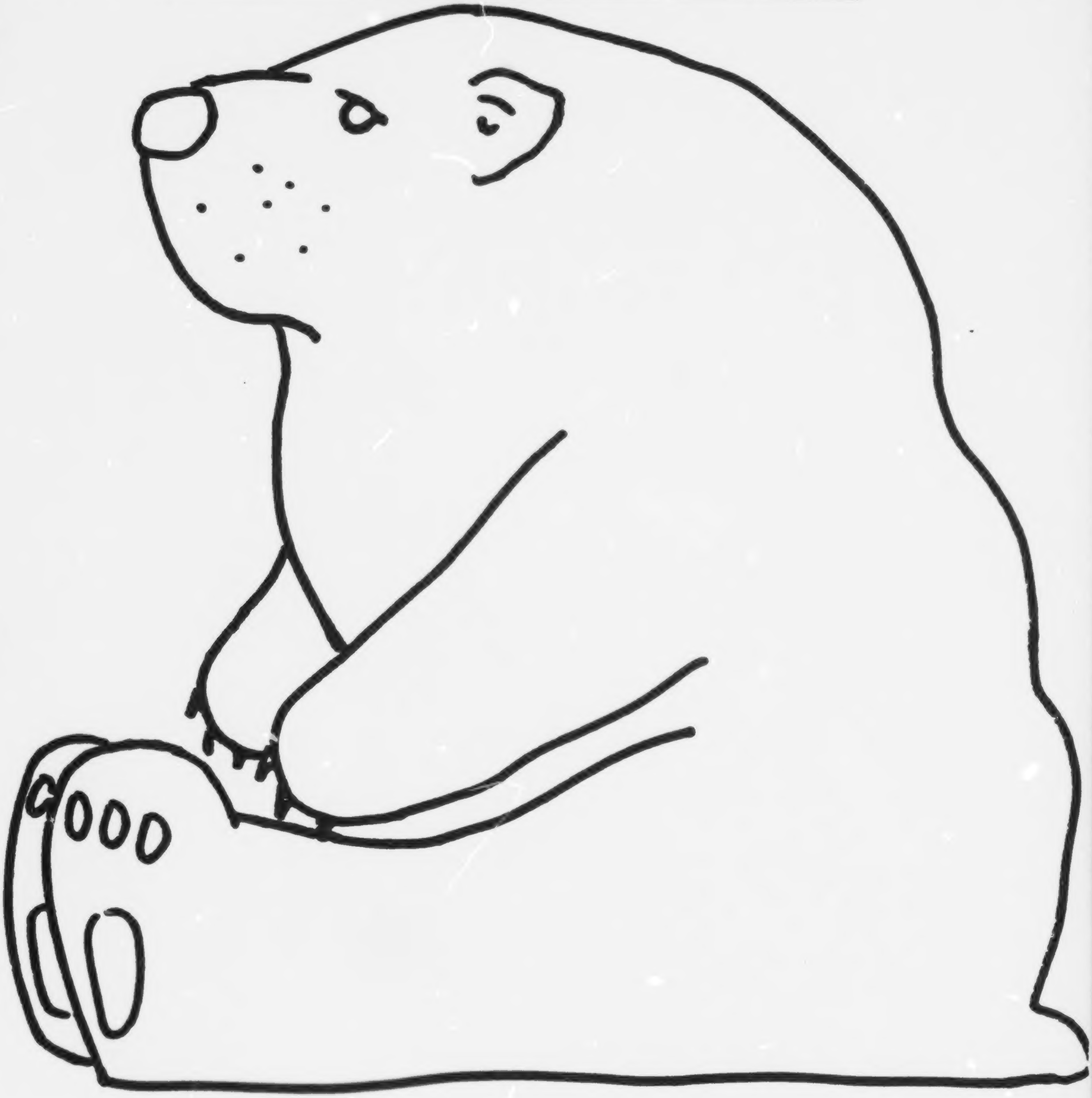
el gato

Nombre________________________________



el pez

Nombre________________________________

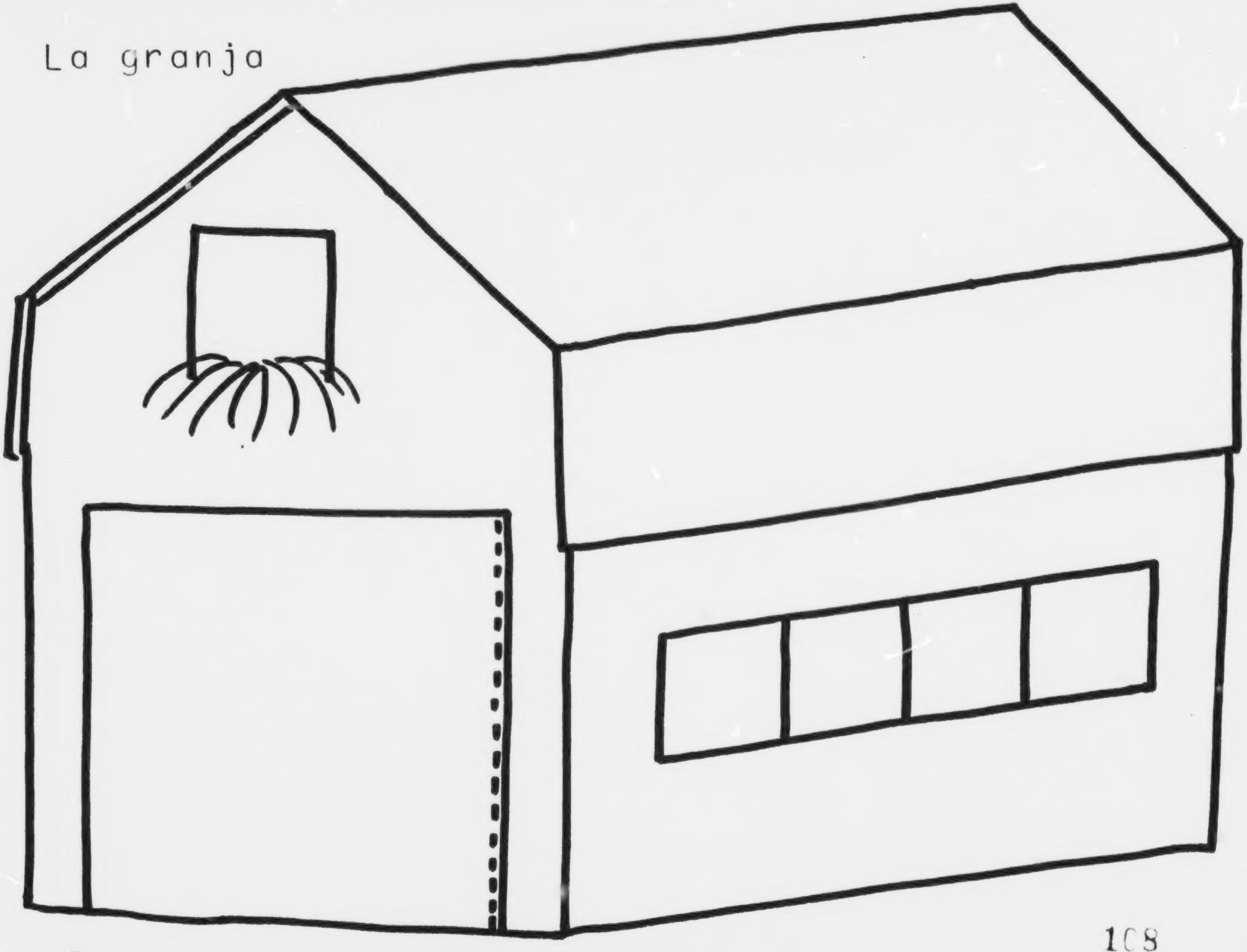


el oso

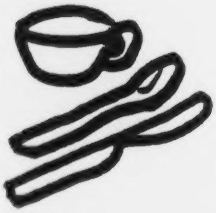
# Los Lugares

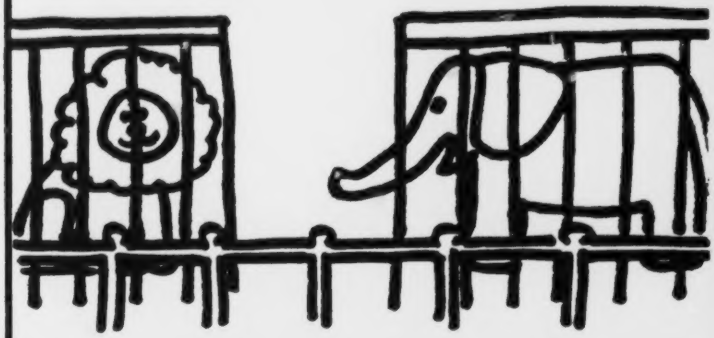
Nombre______________________

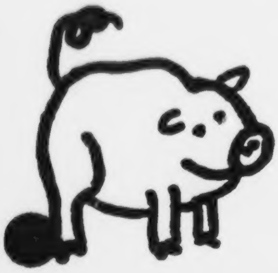
La granja

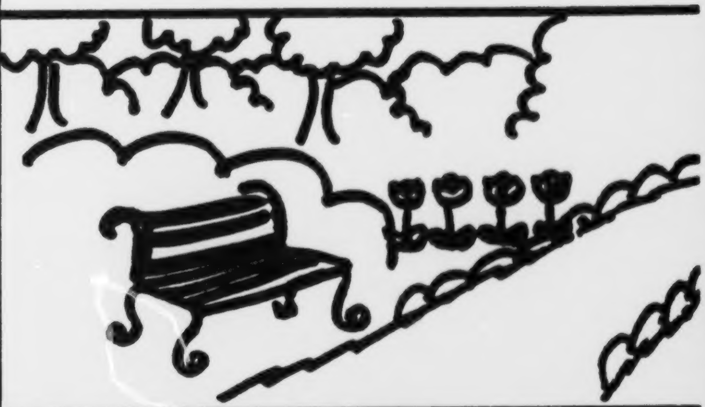


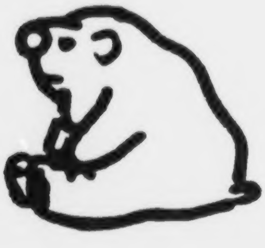
Nombre____________________________________

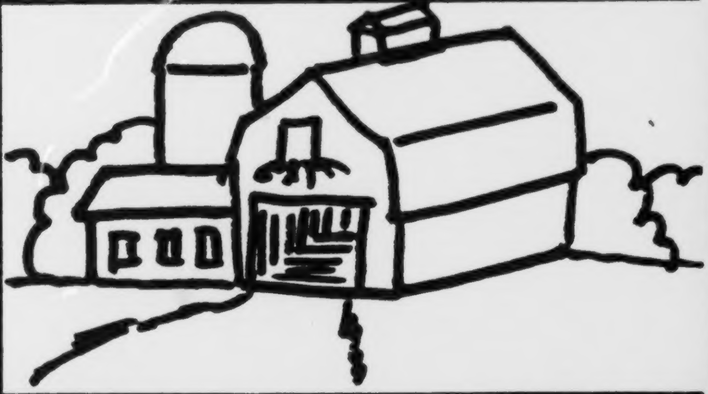


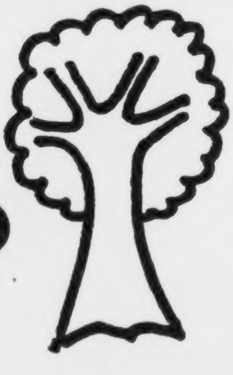


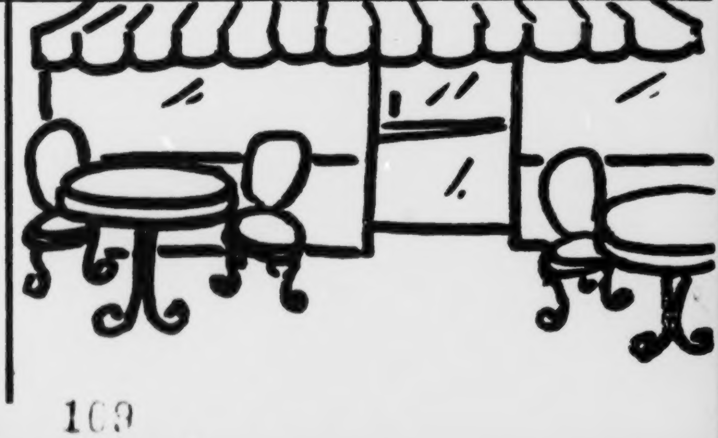












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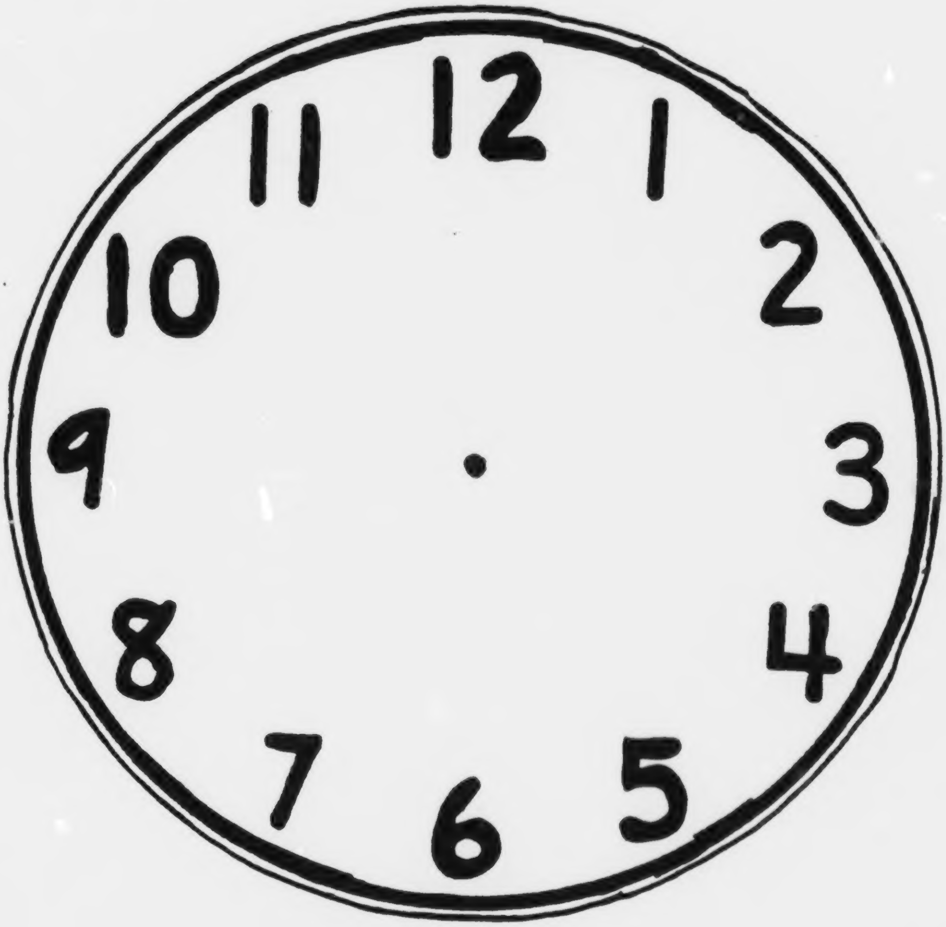
# El Reloj


12
1
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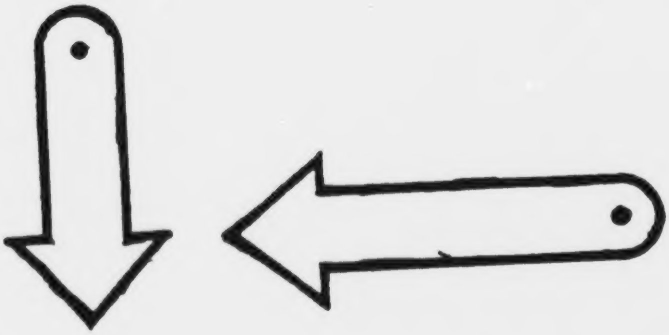

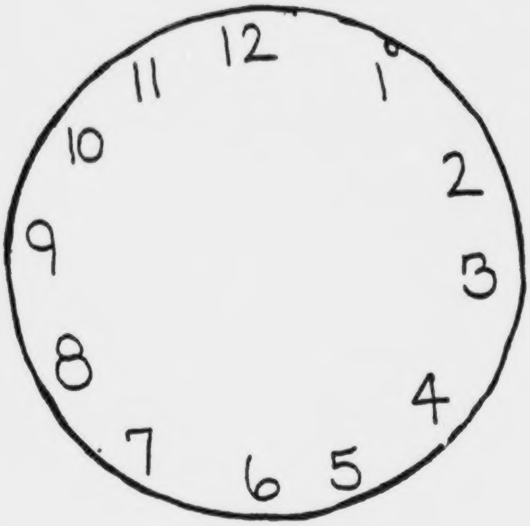
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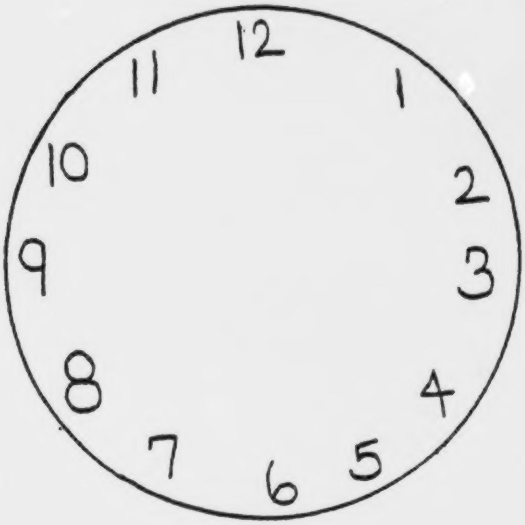
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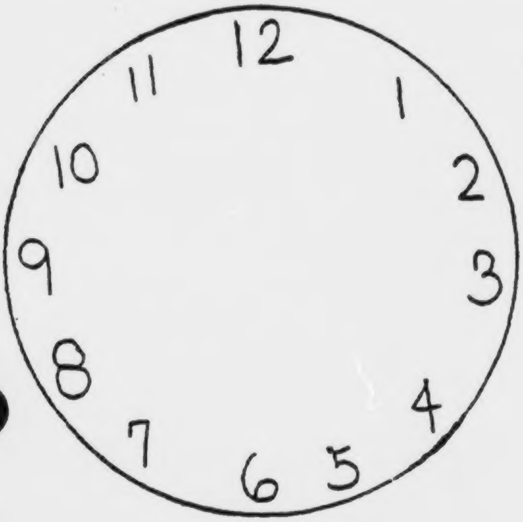
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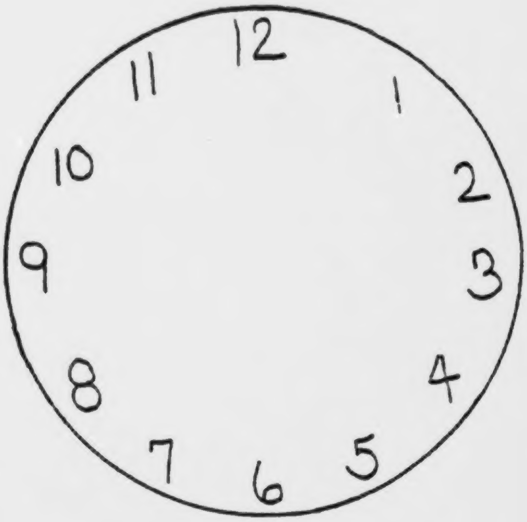
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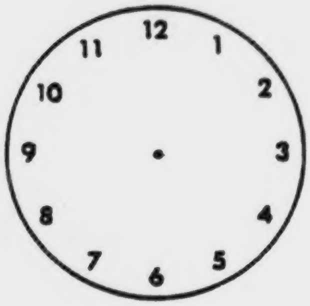
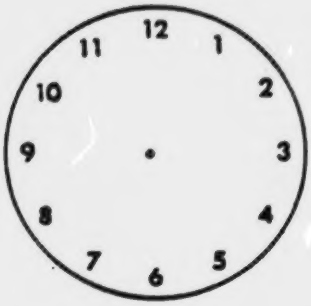
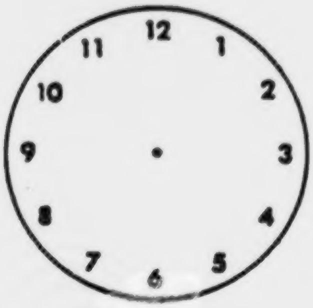
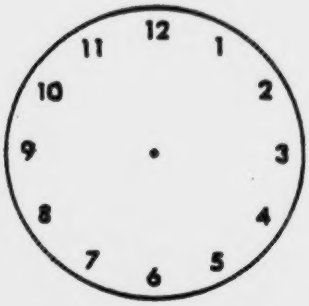
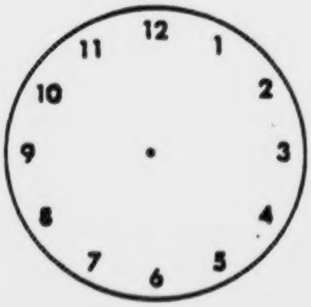
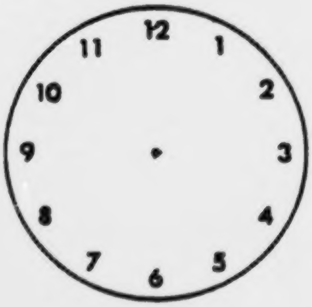


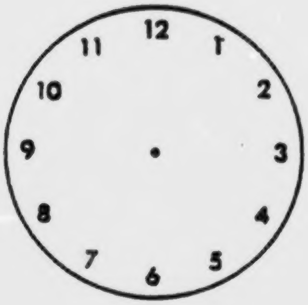


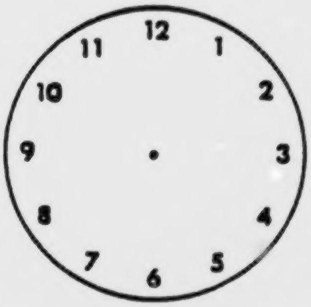


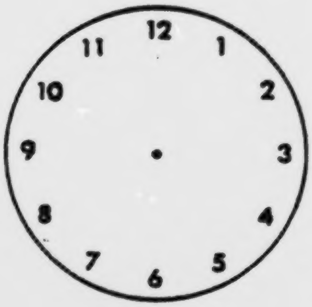










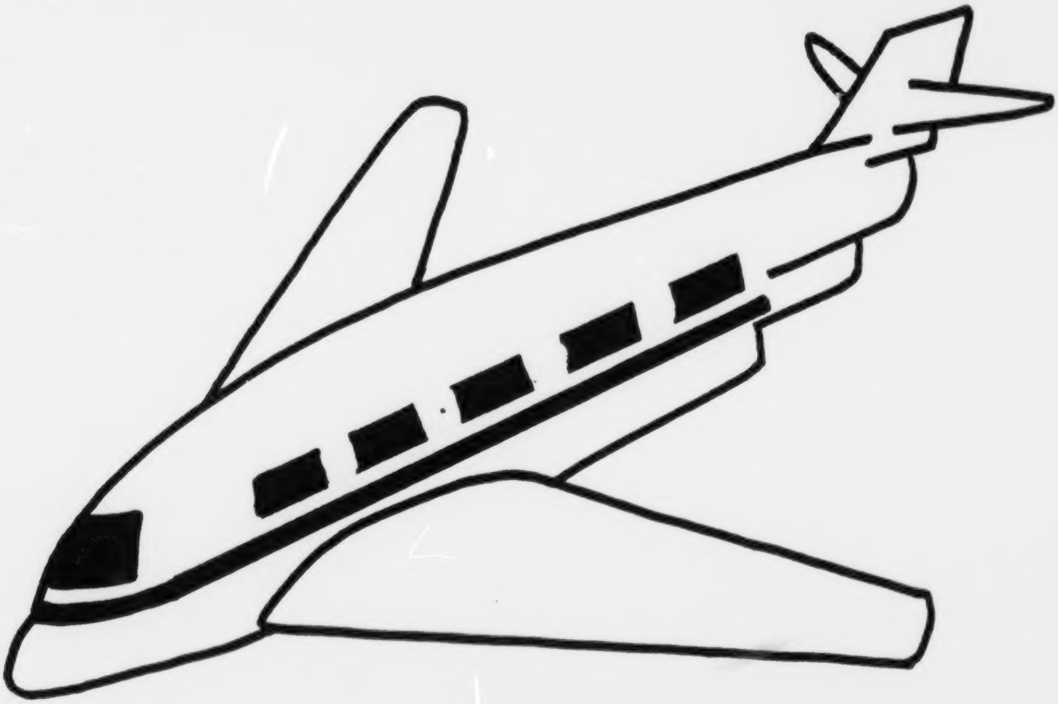


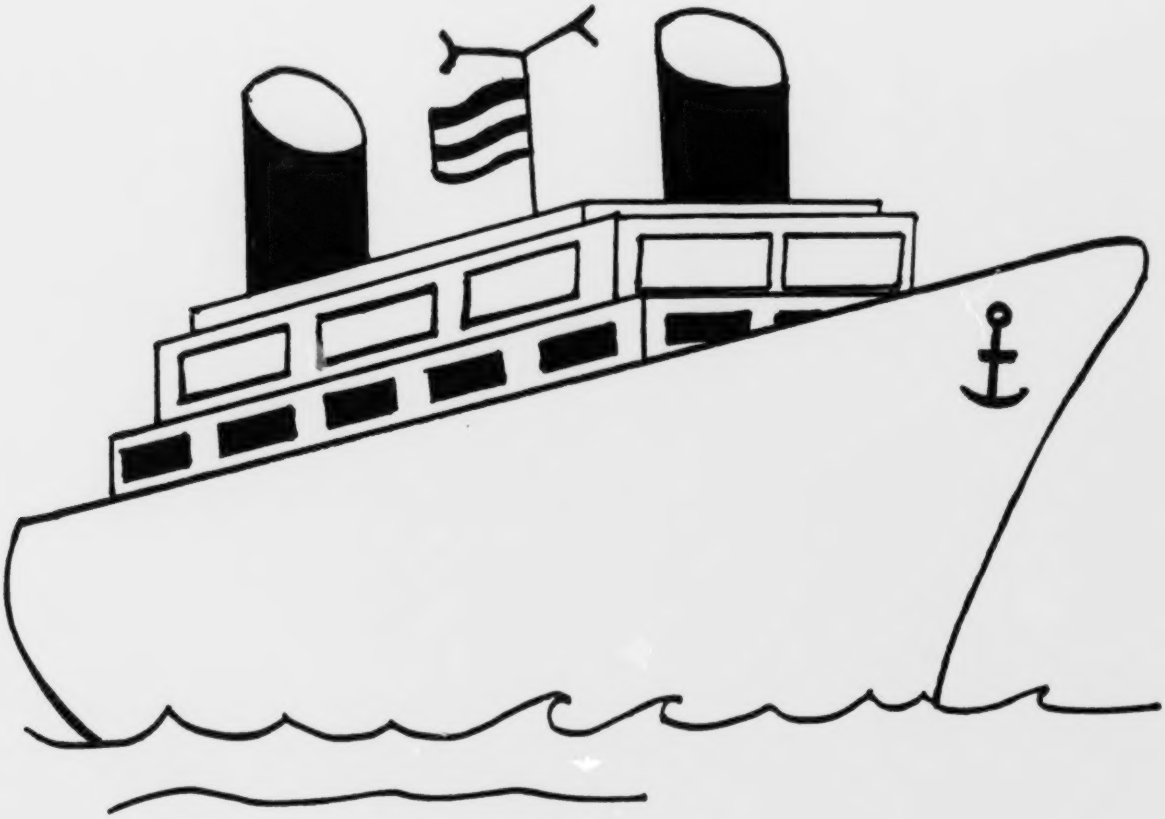
# Appendix B

## Visual Aids

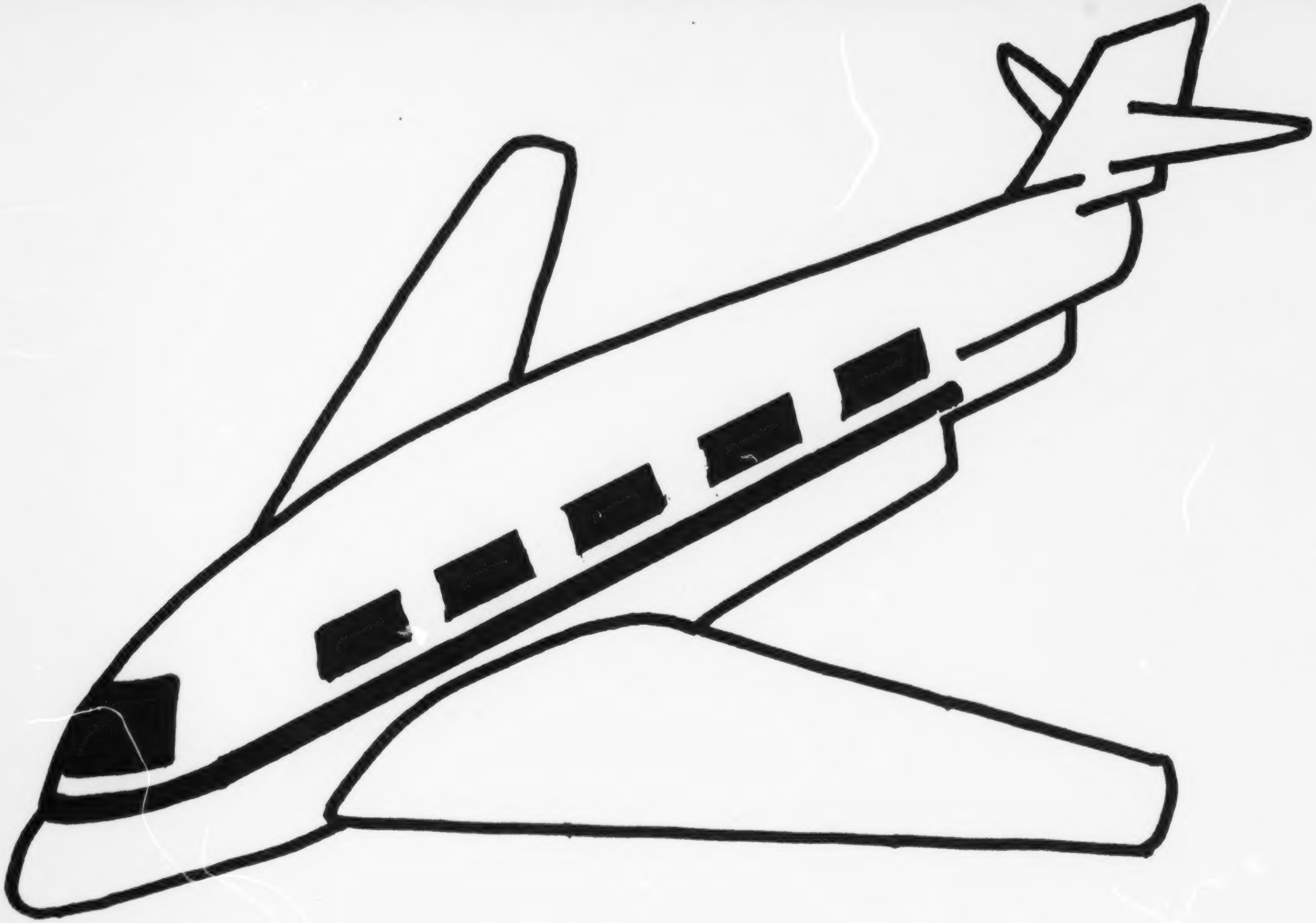
**Alphabet (Large and Small Size)**

**(See Page 5 for List of Words)**





MPS- 131A



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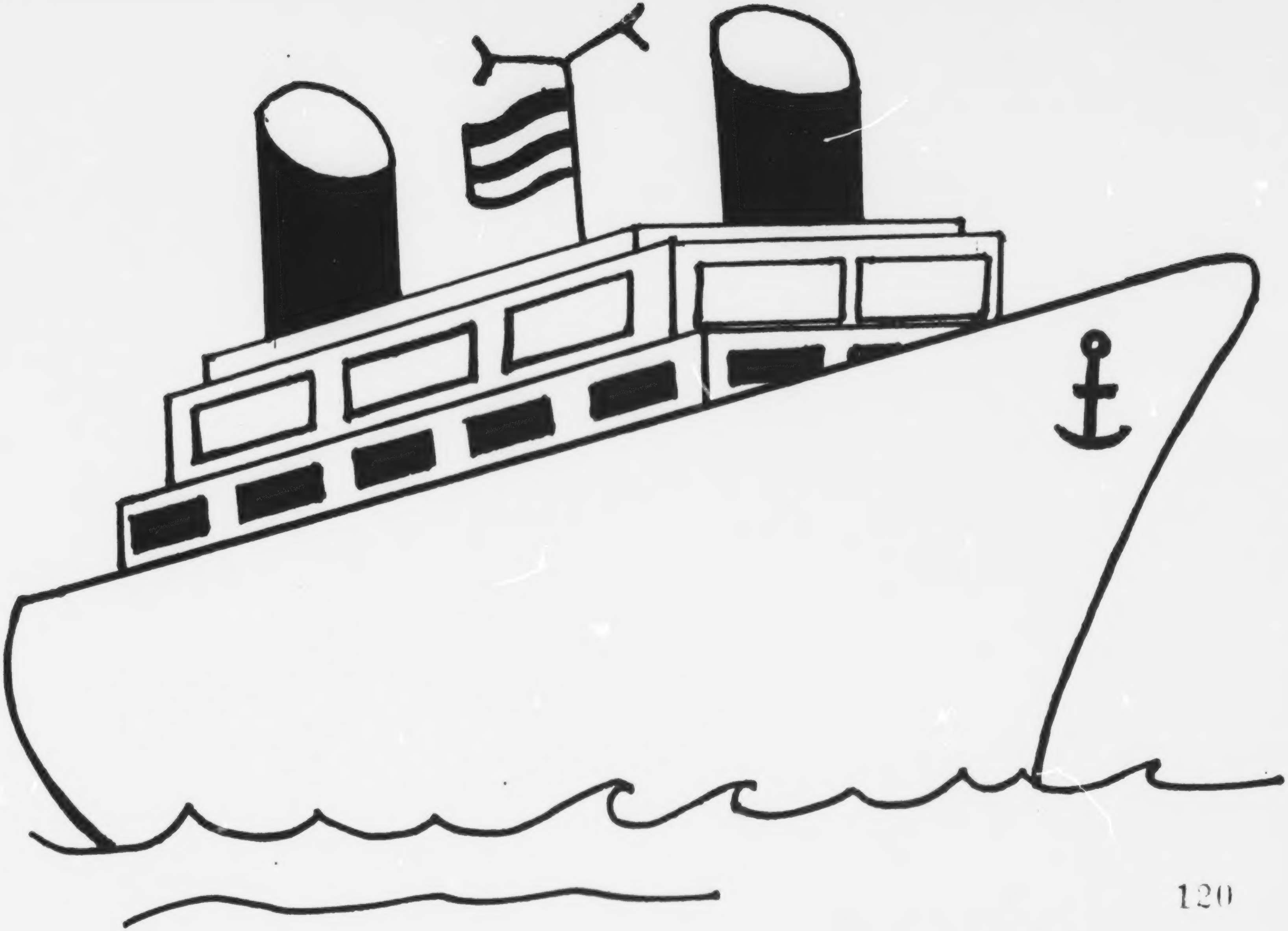

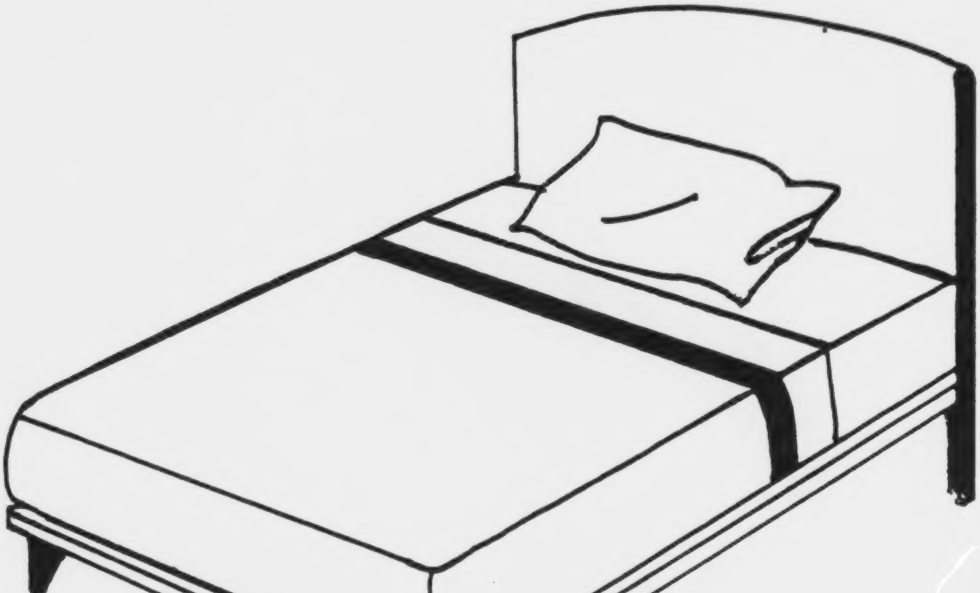

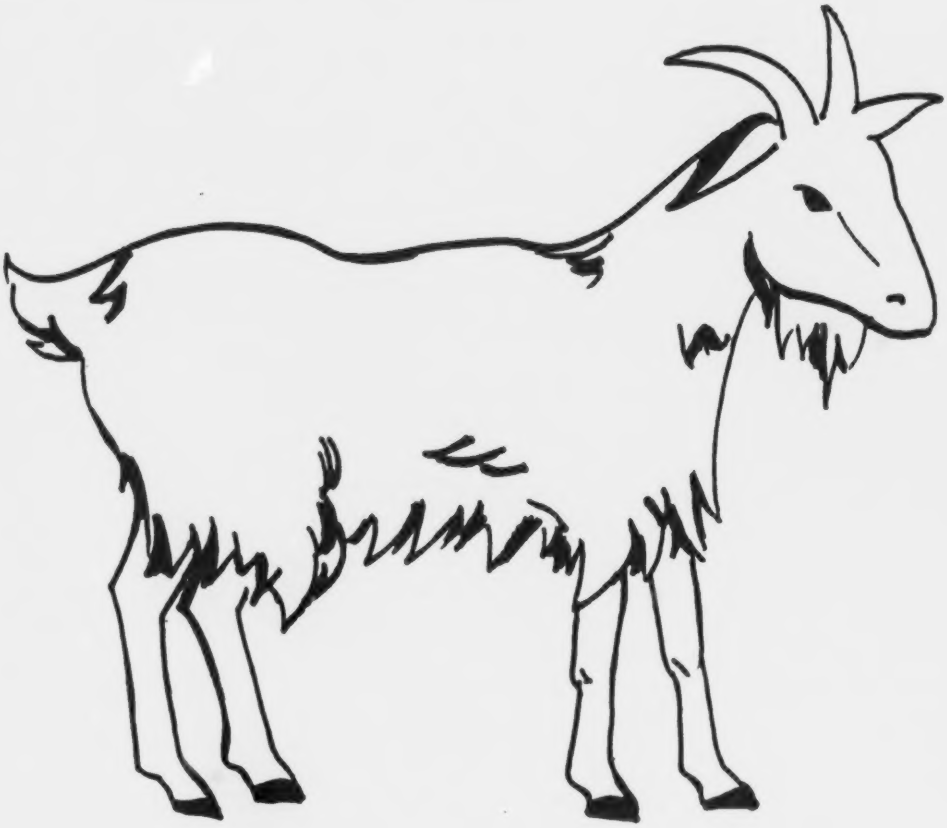

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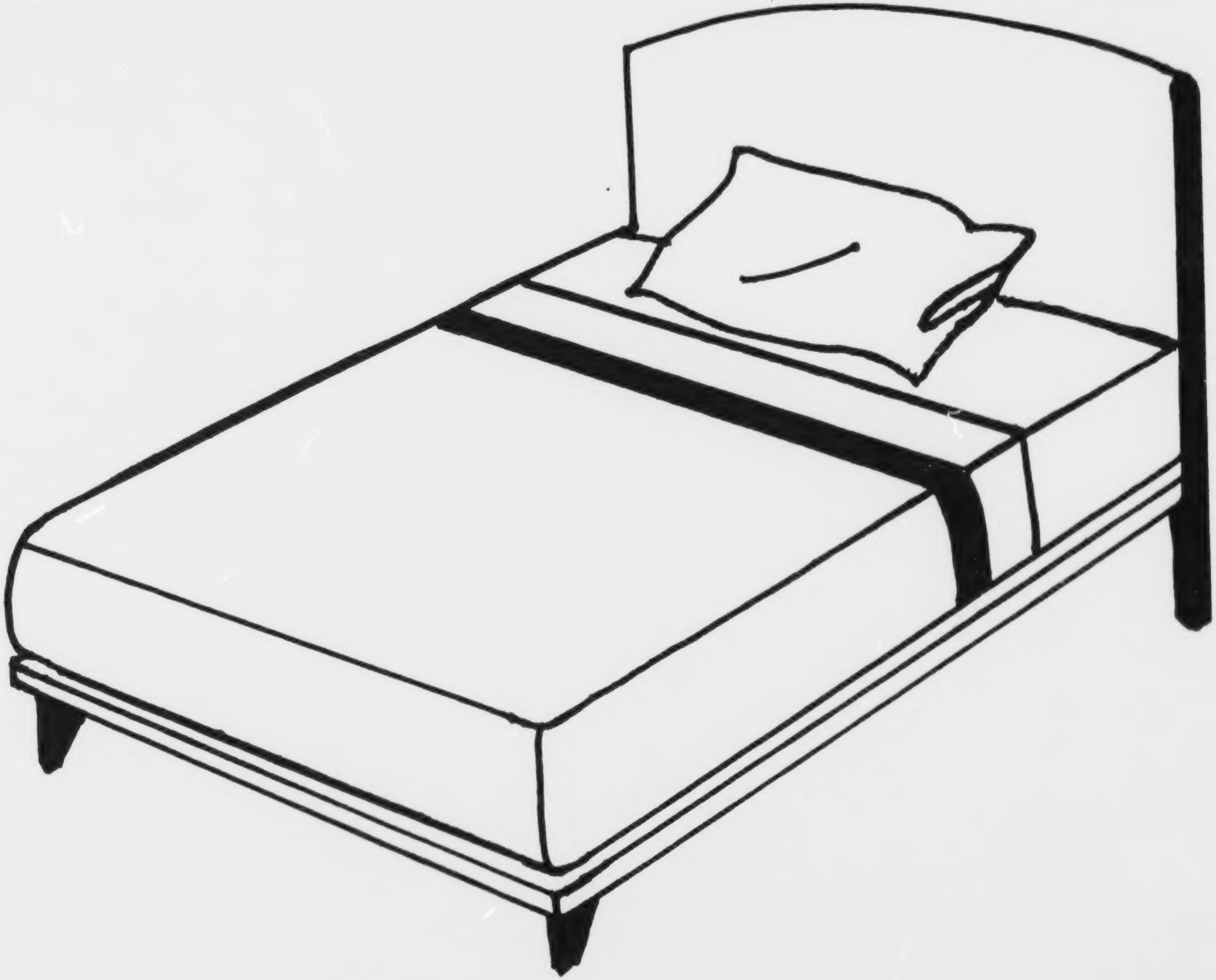

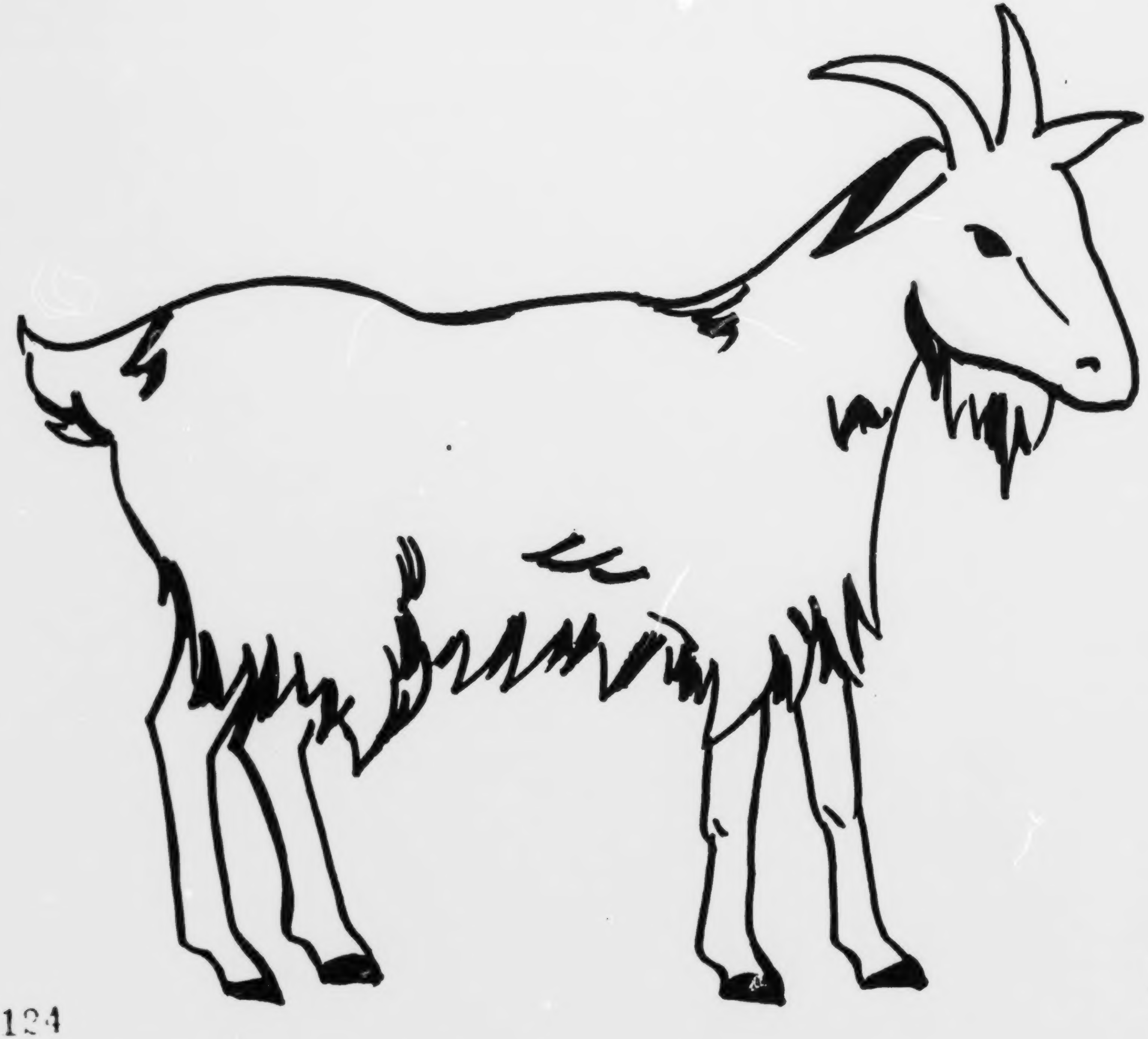

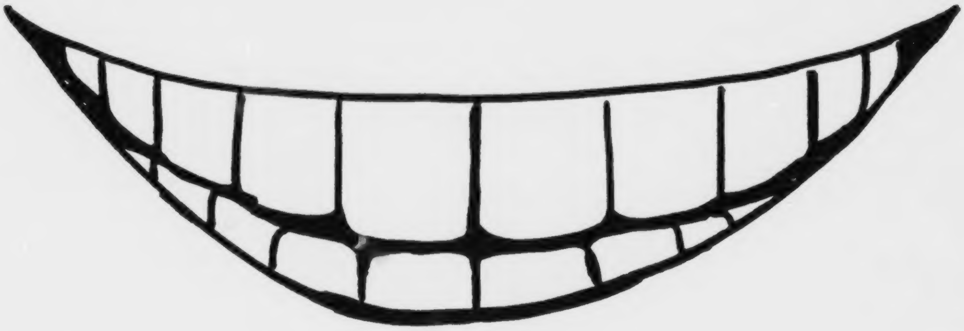

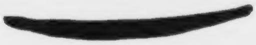

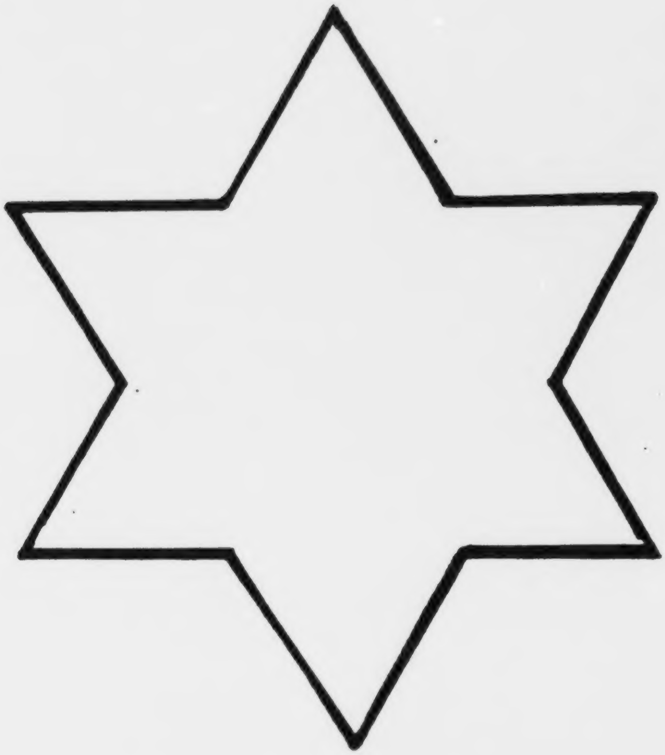

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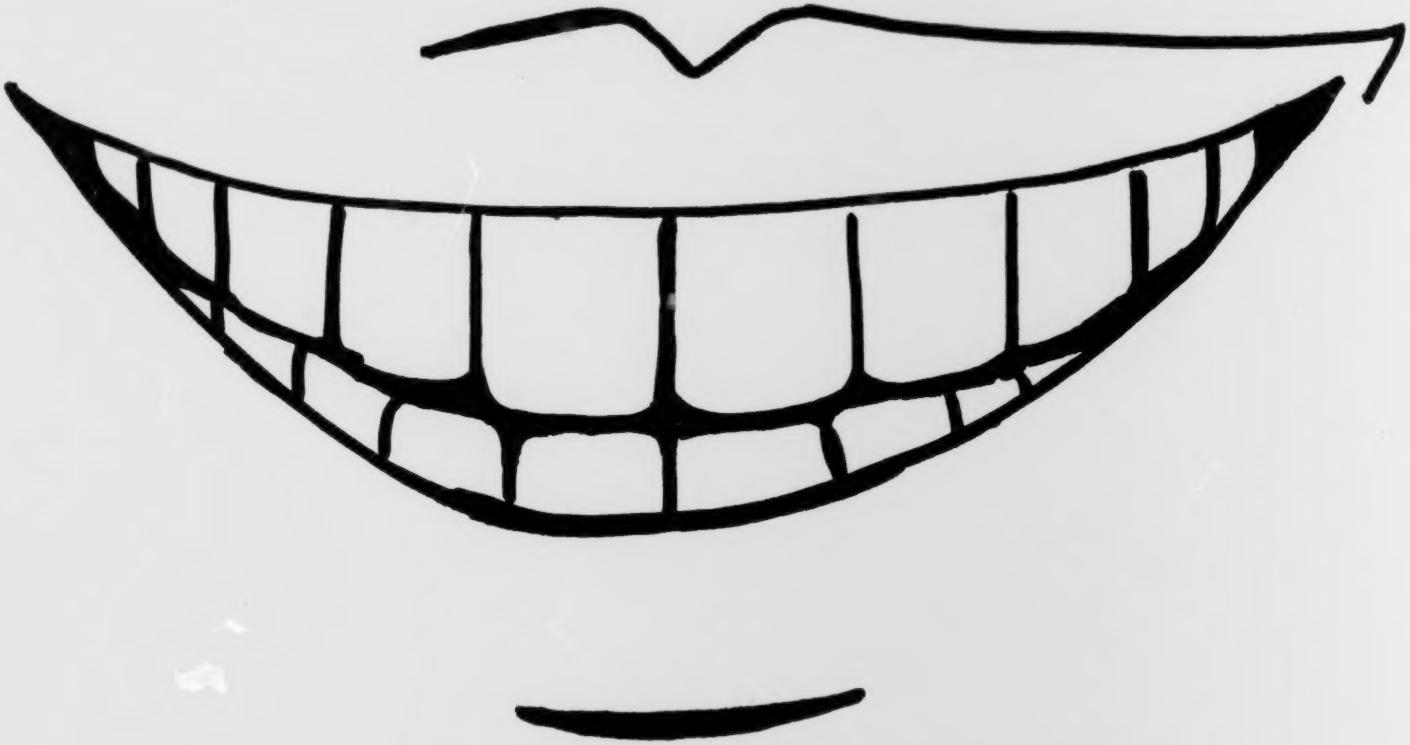

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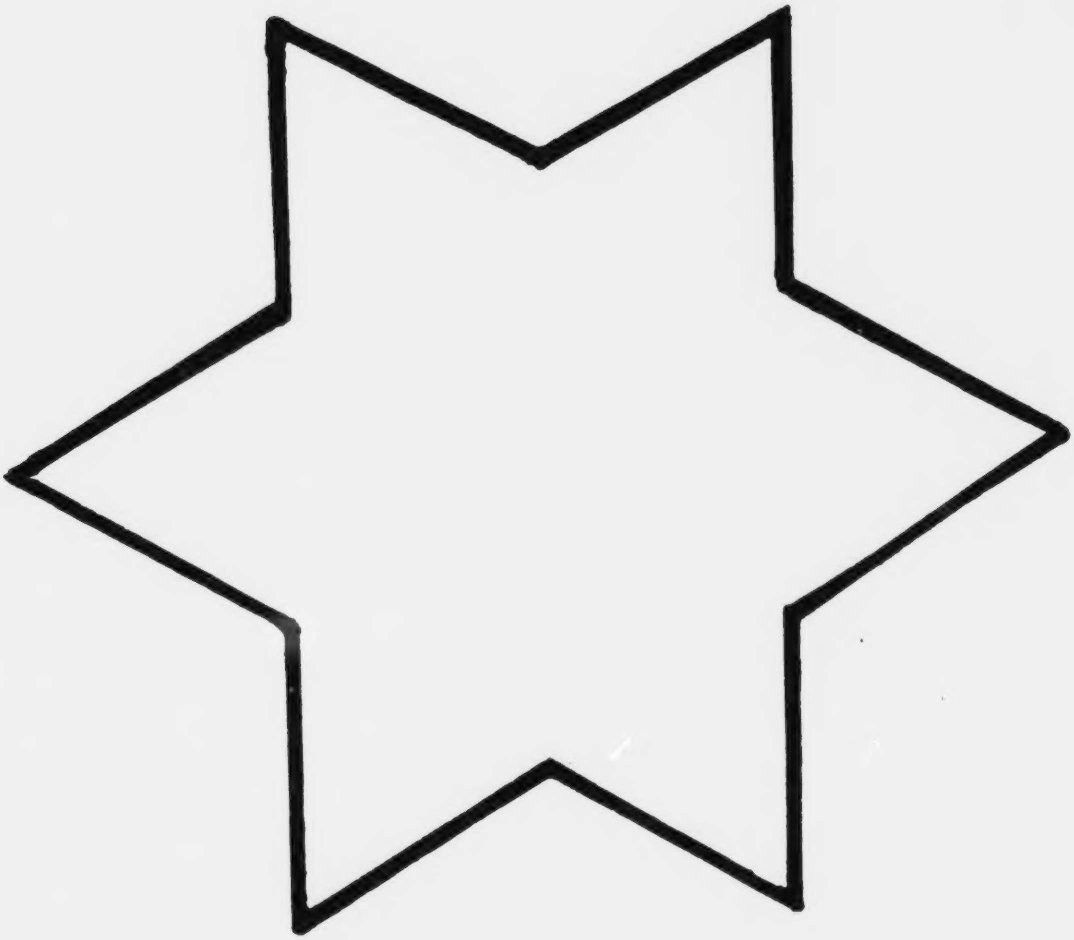

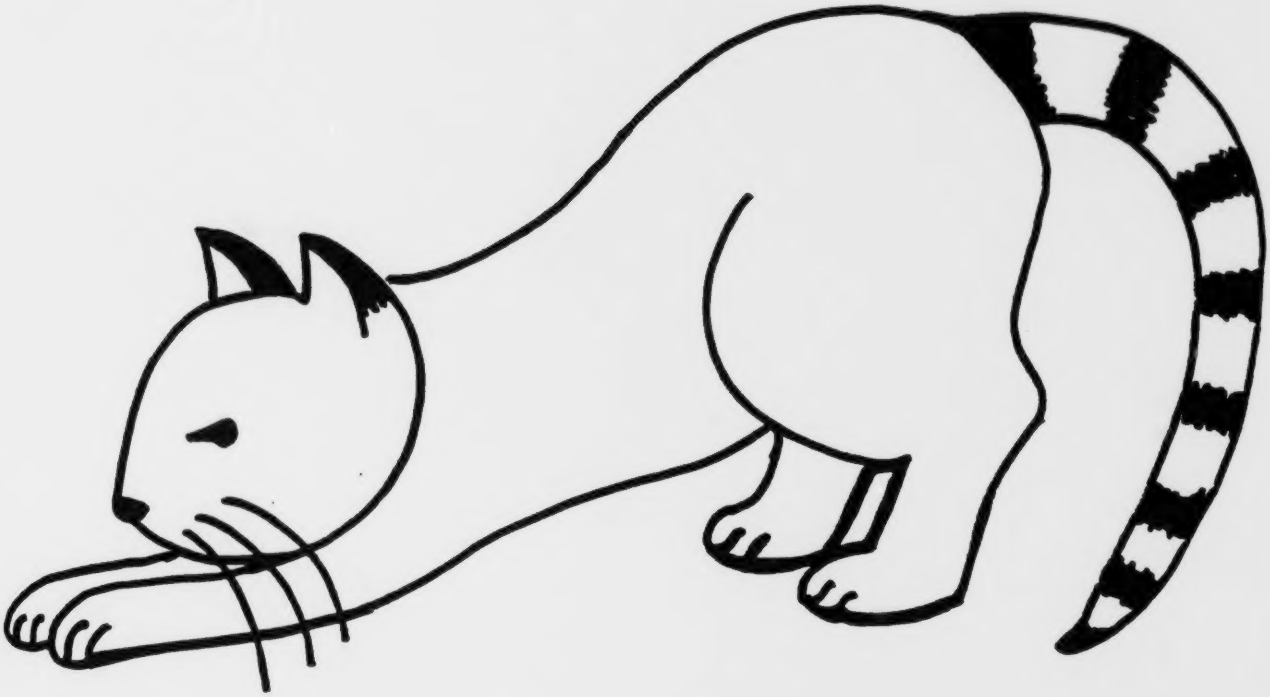

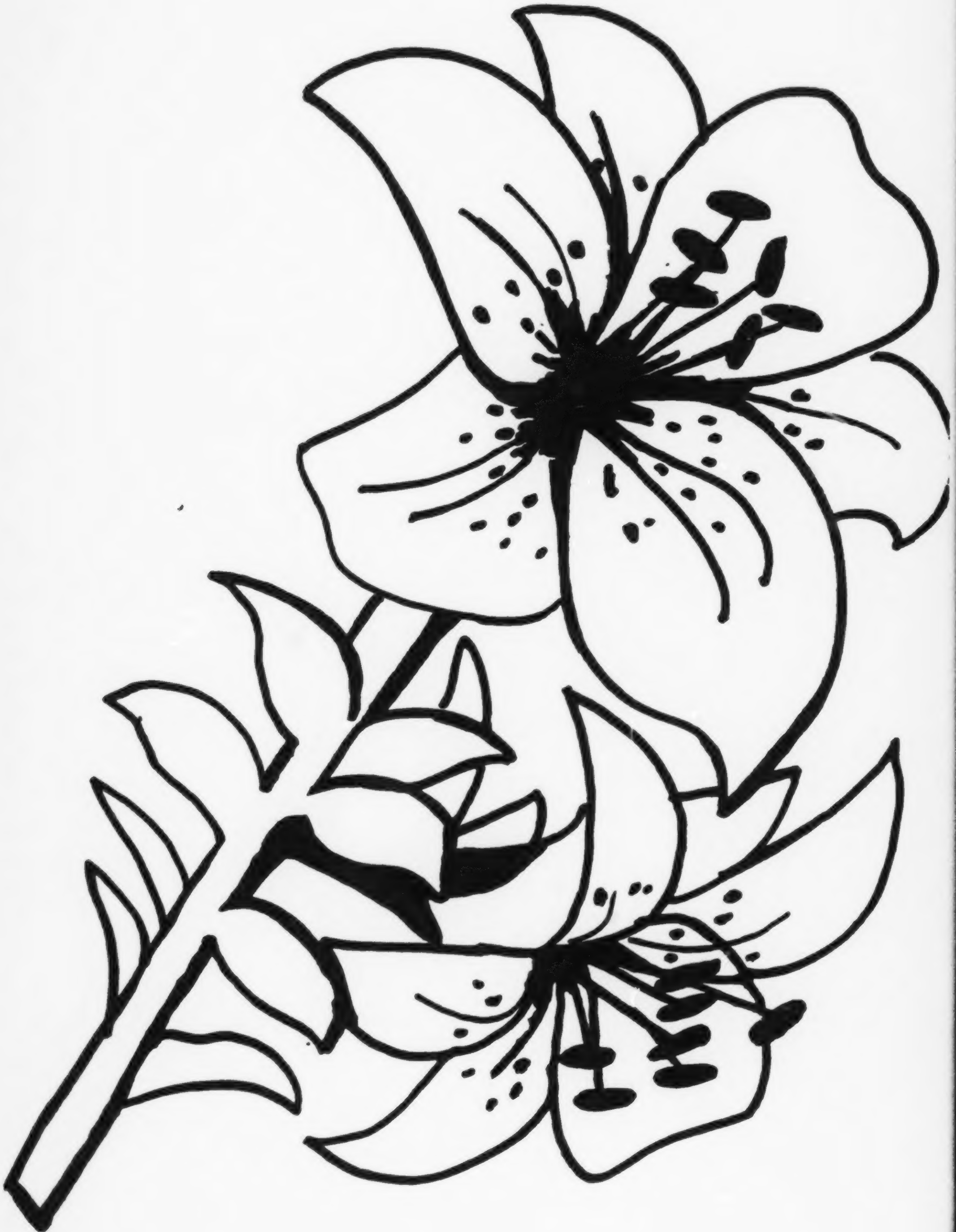

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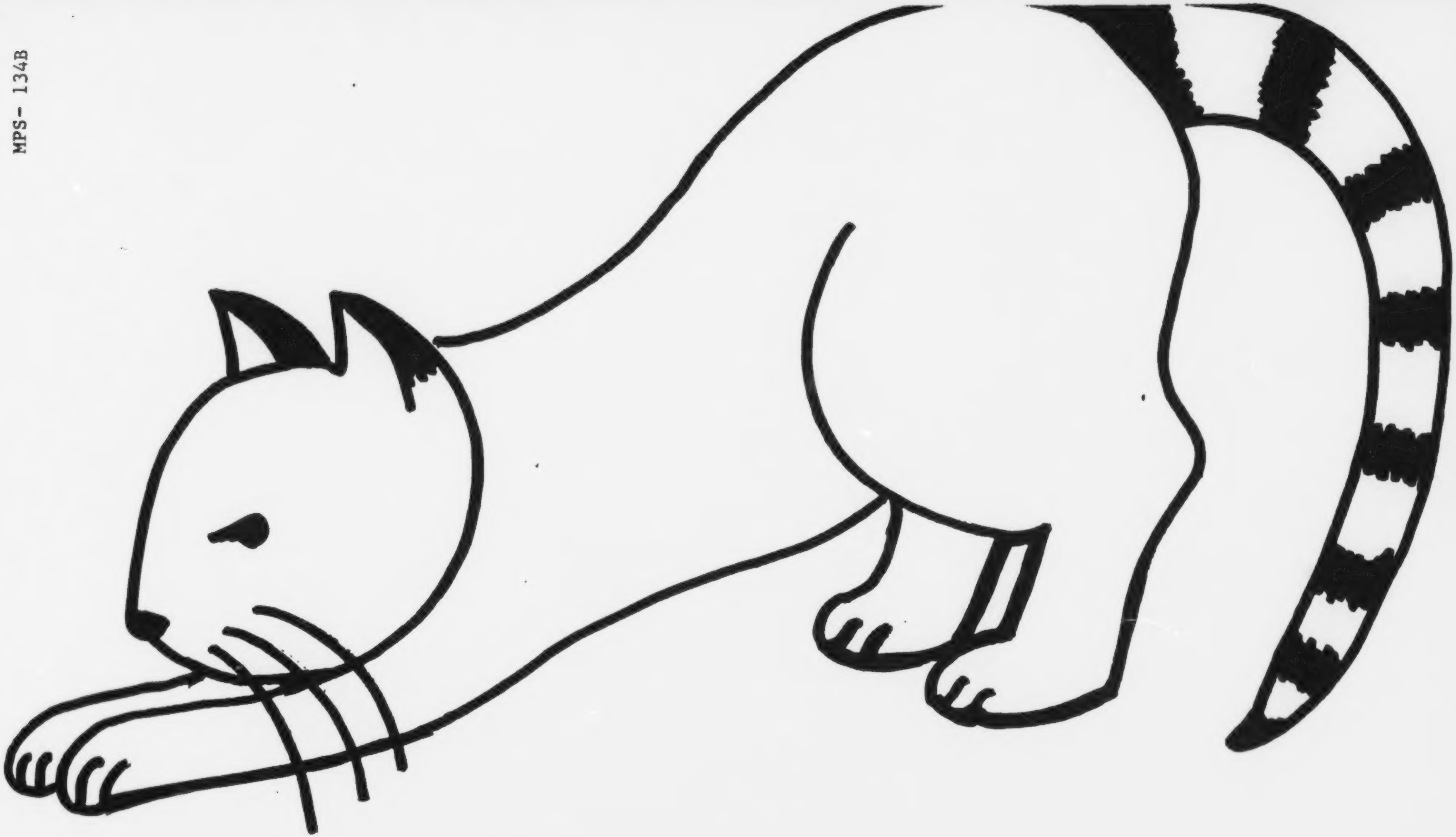

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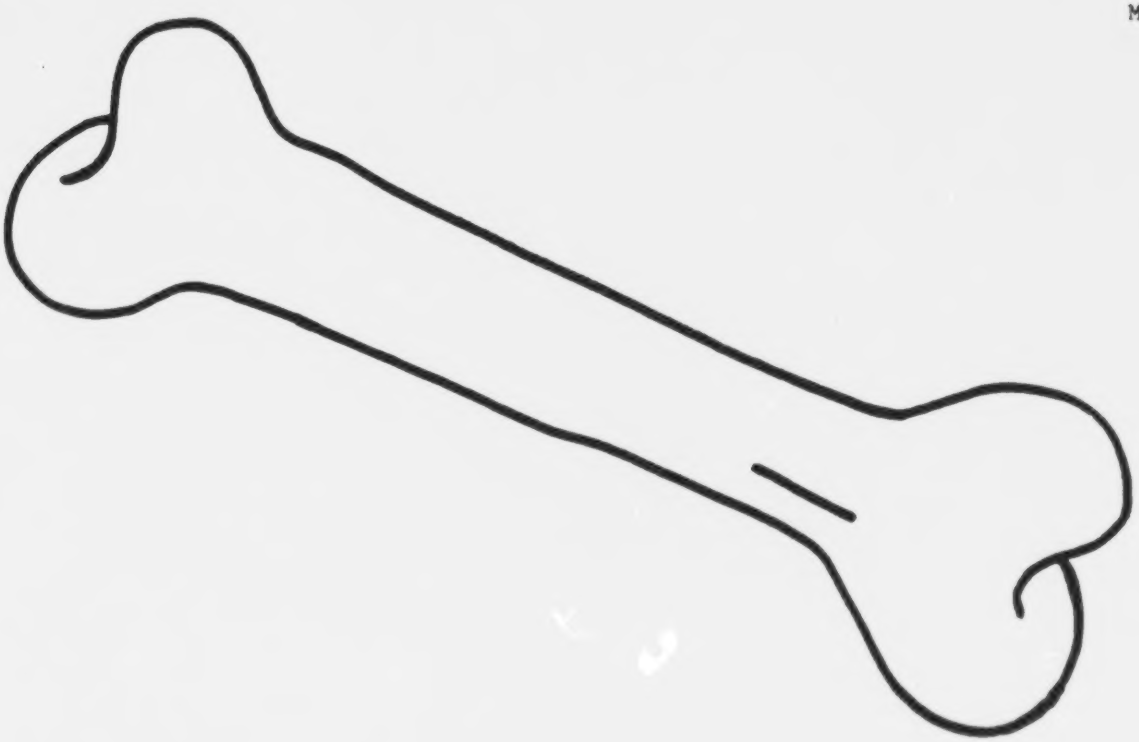

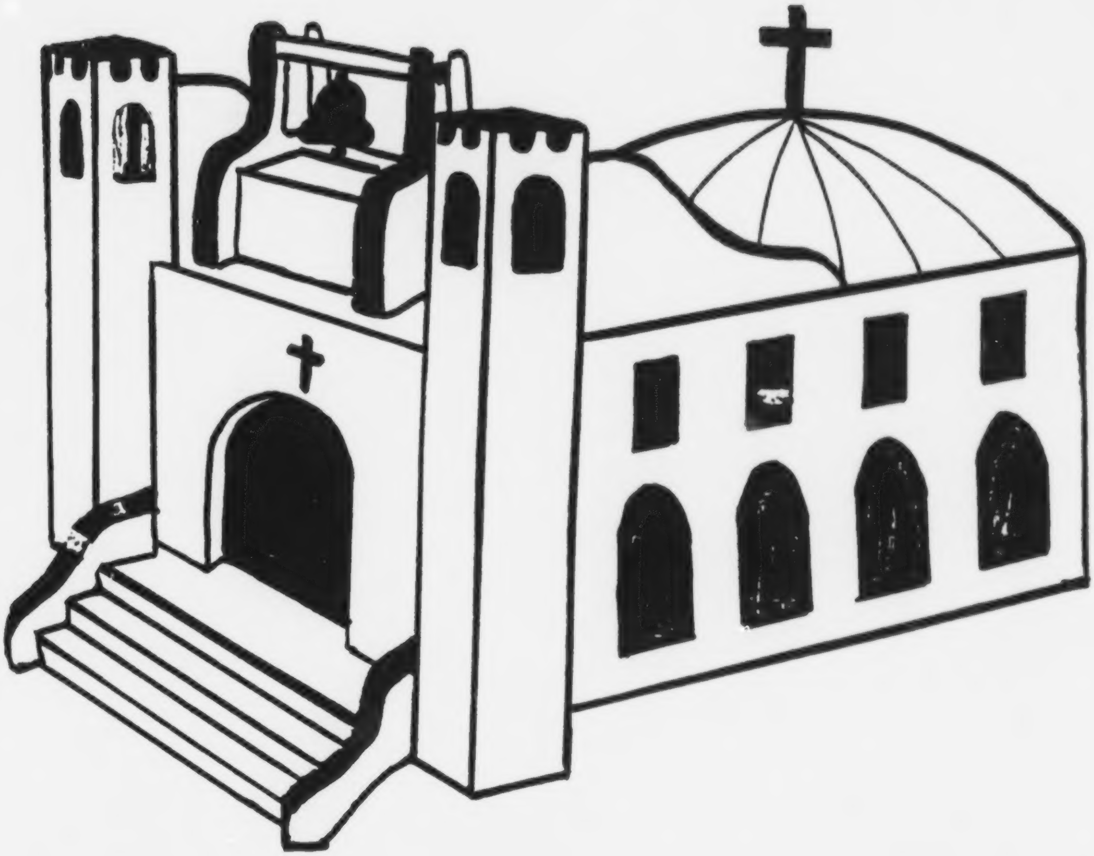

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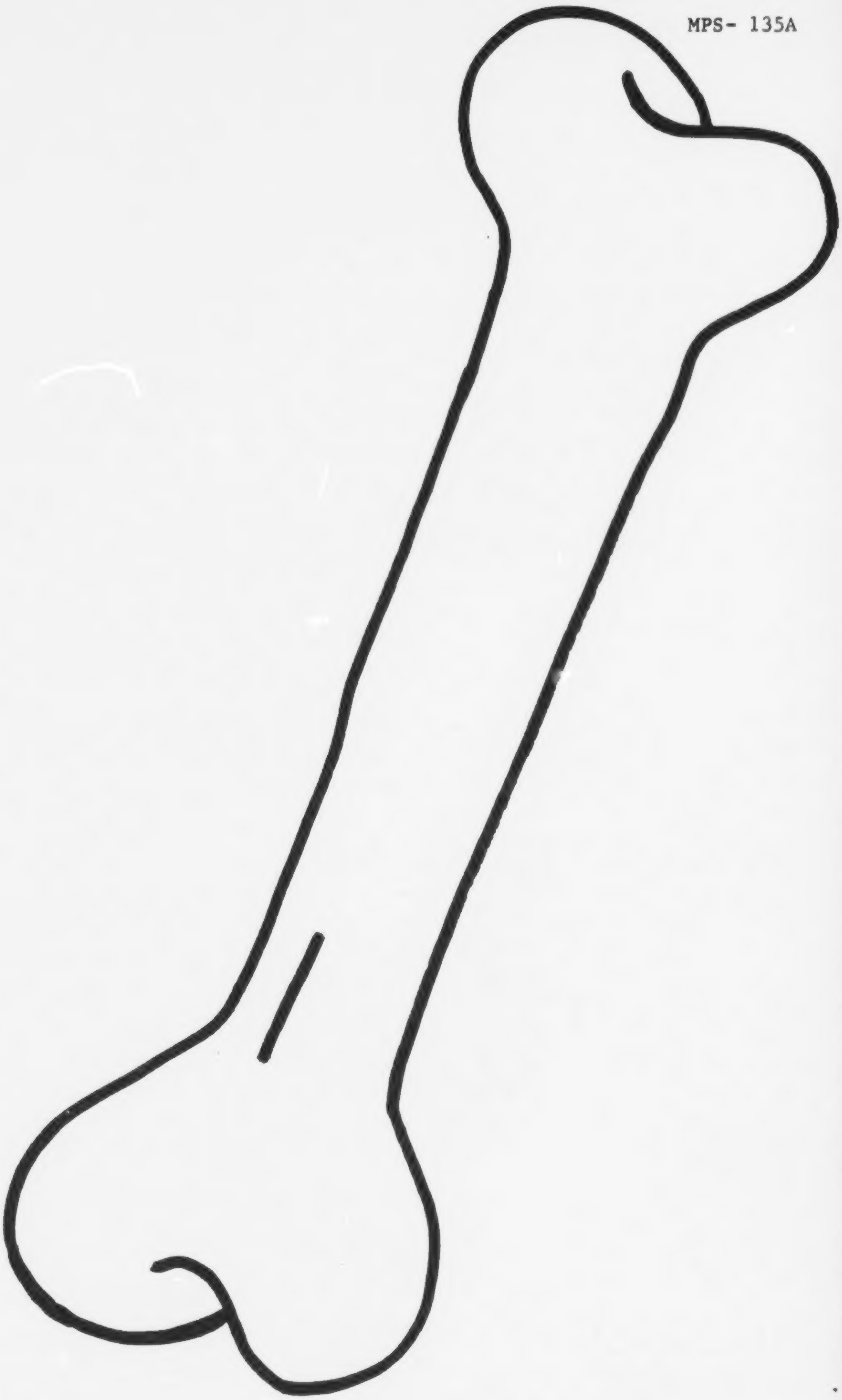

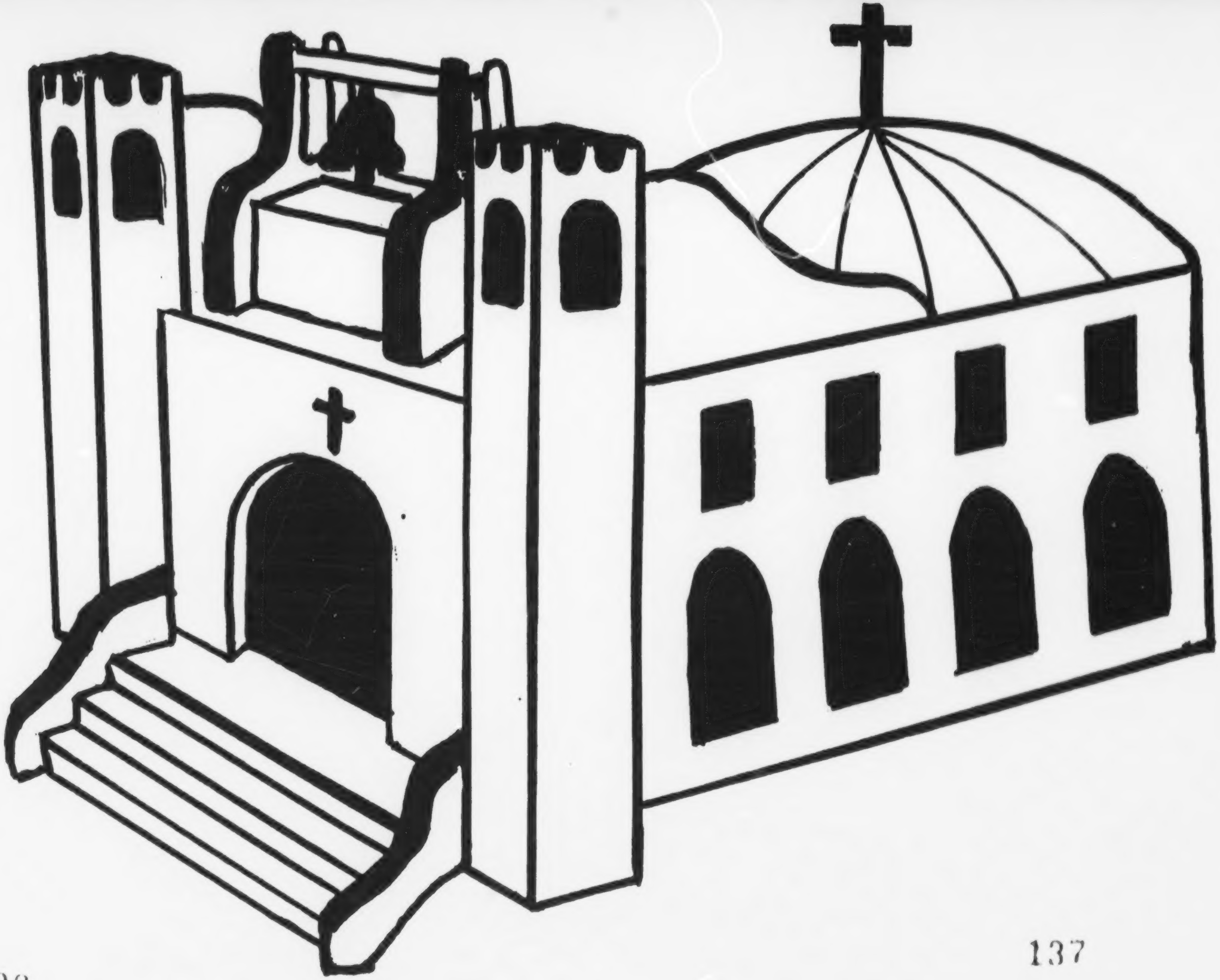

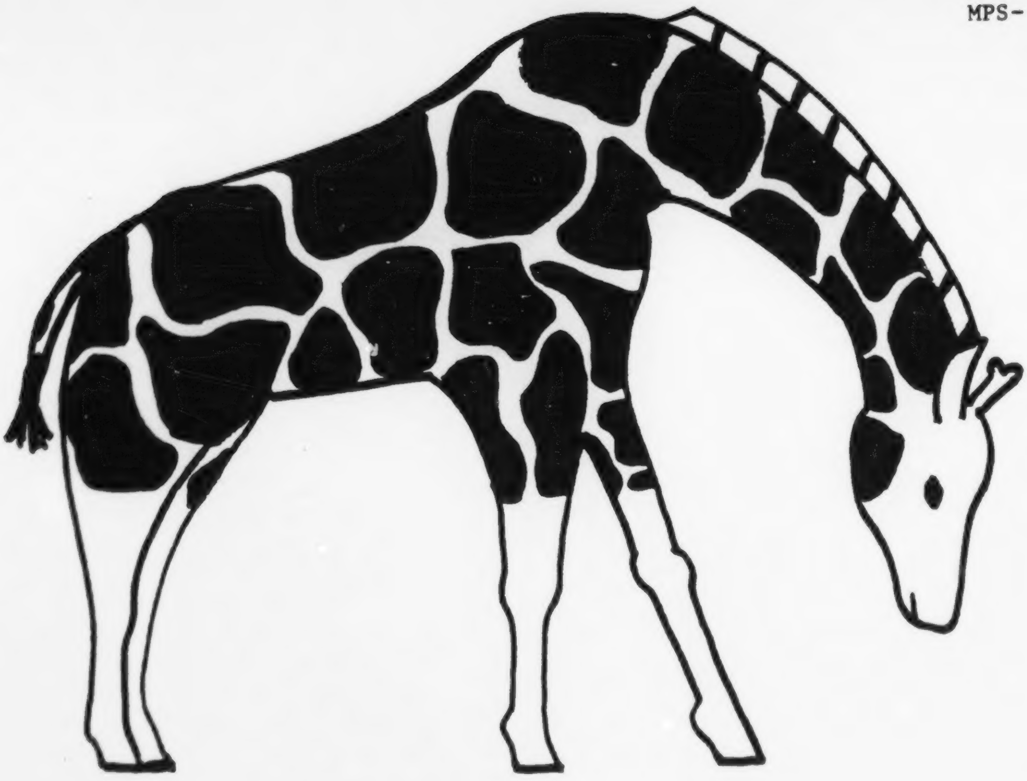

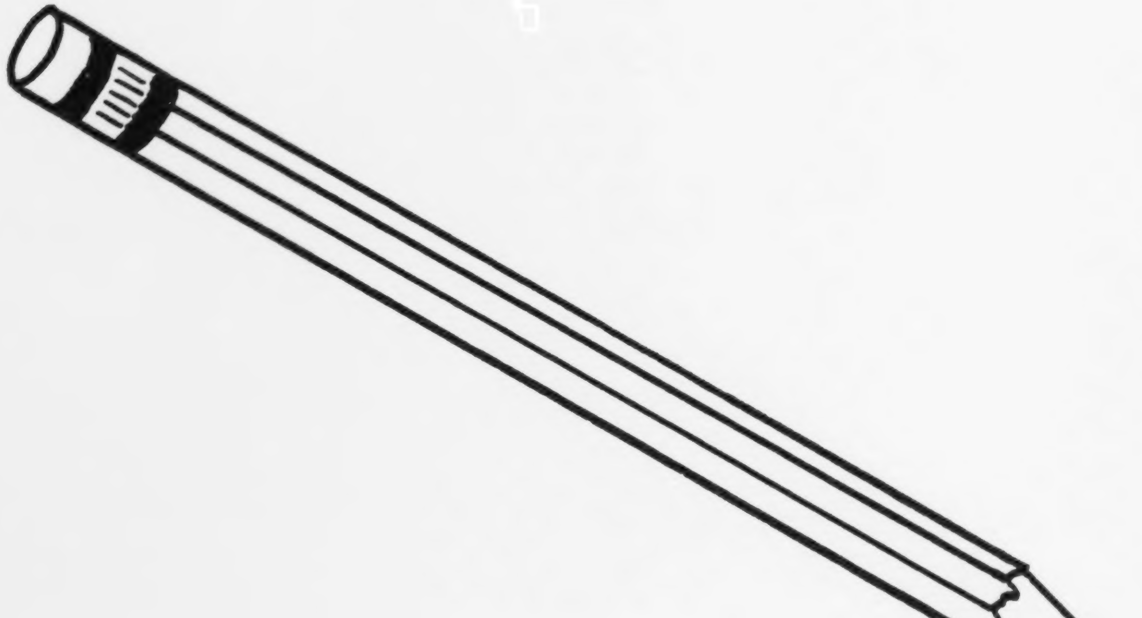

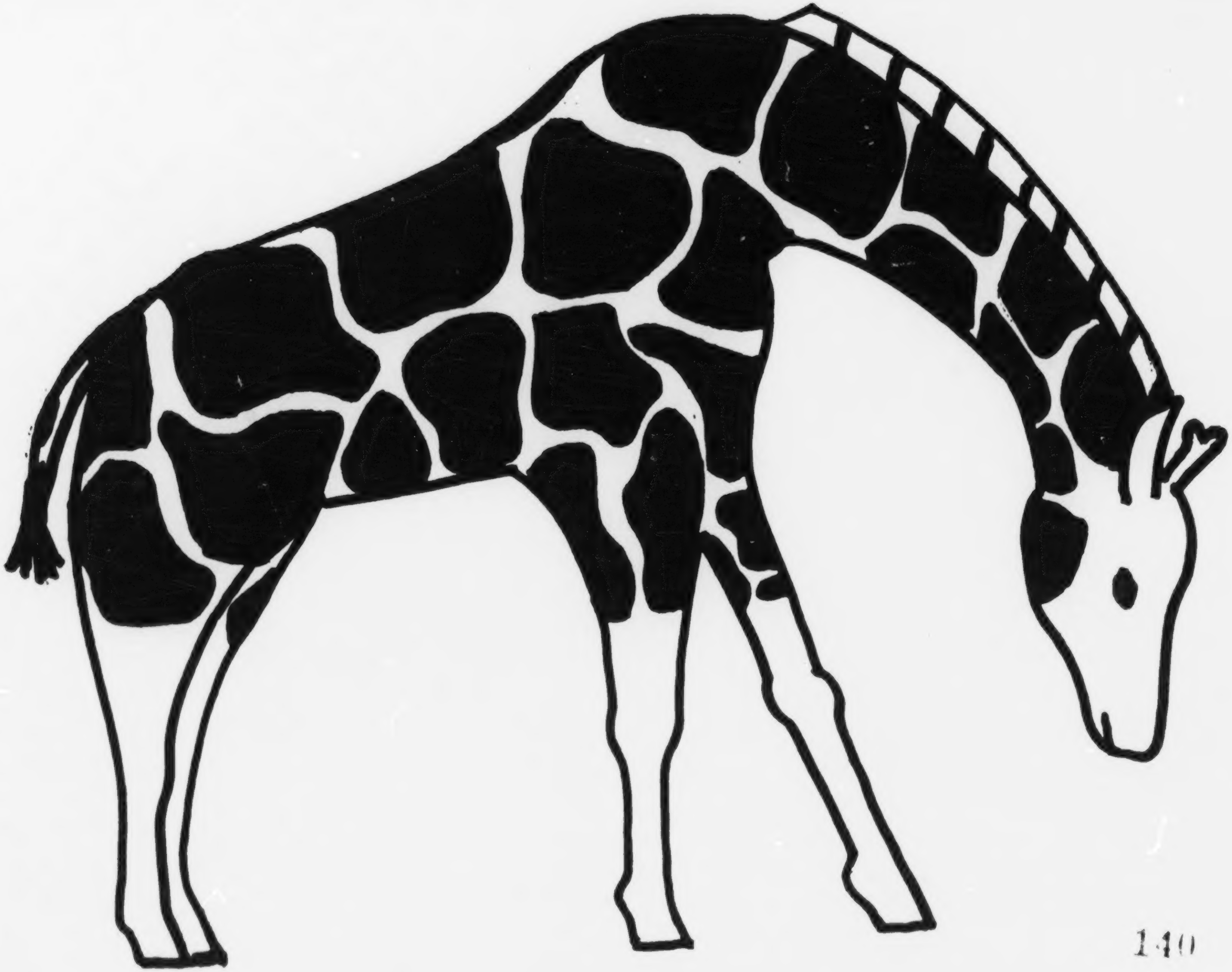

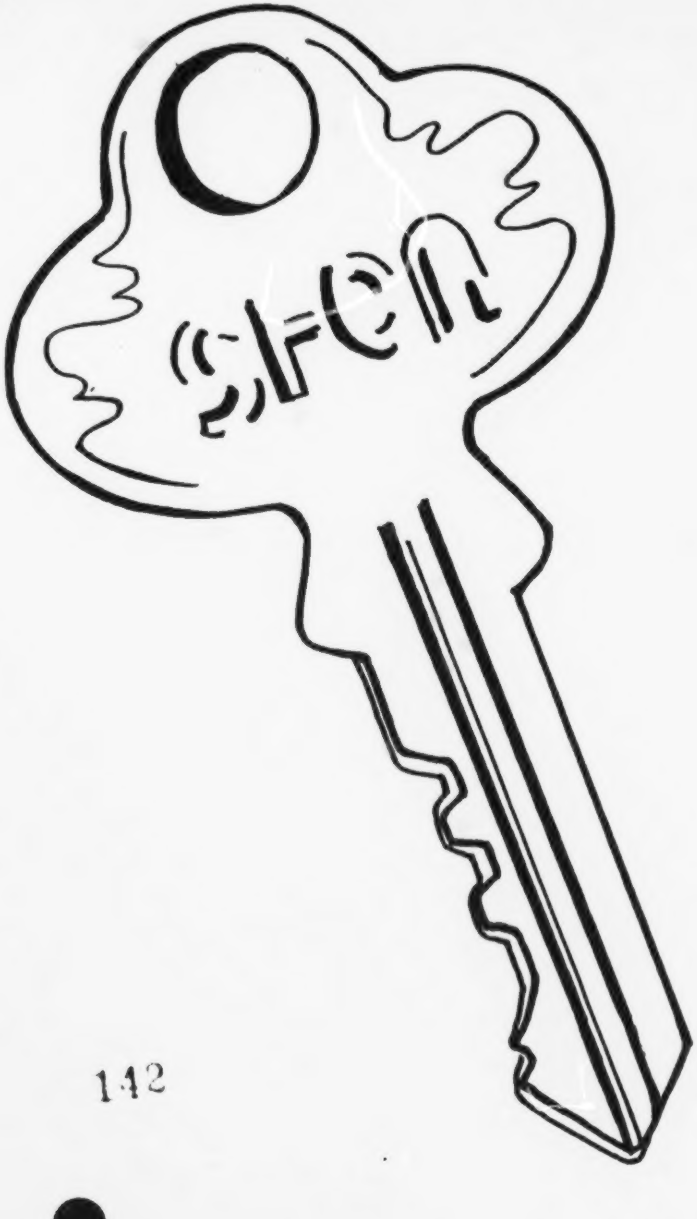

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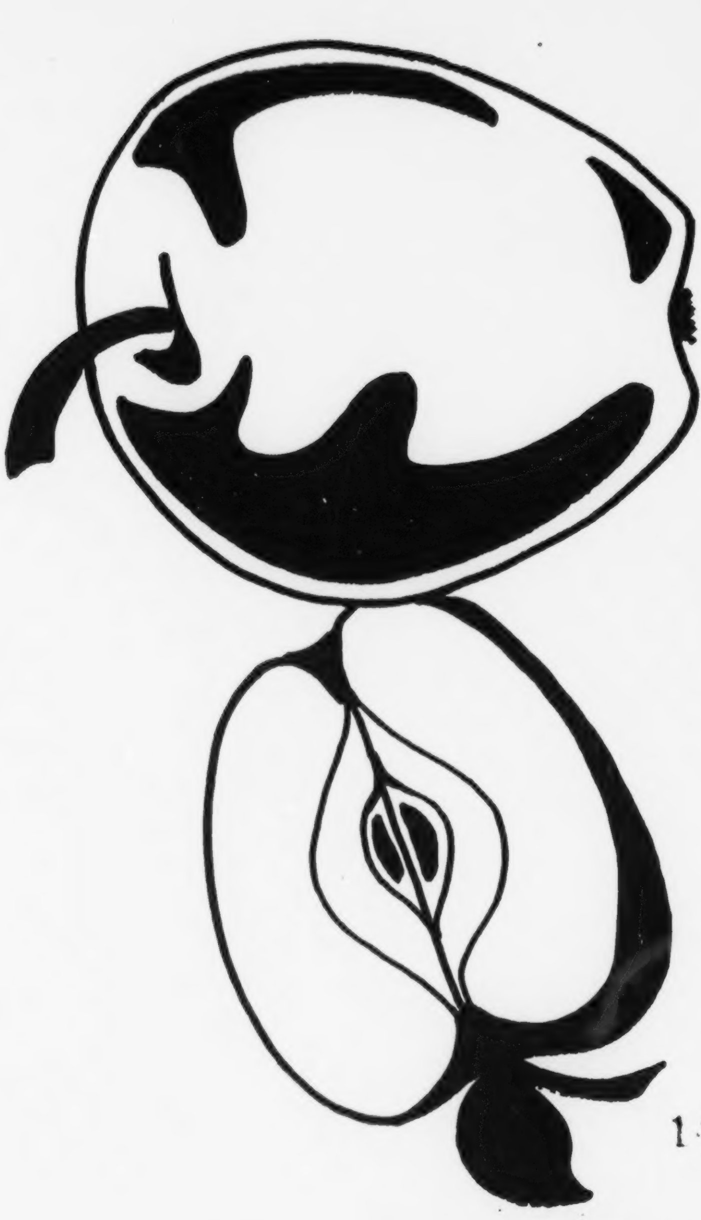

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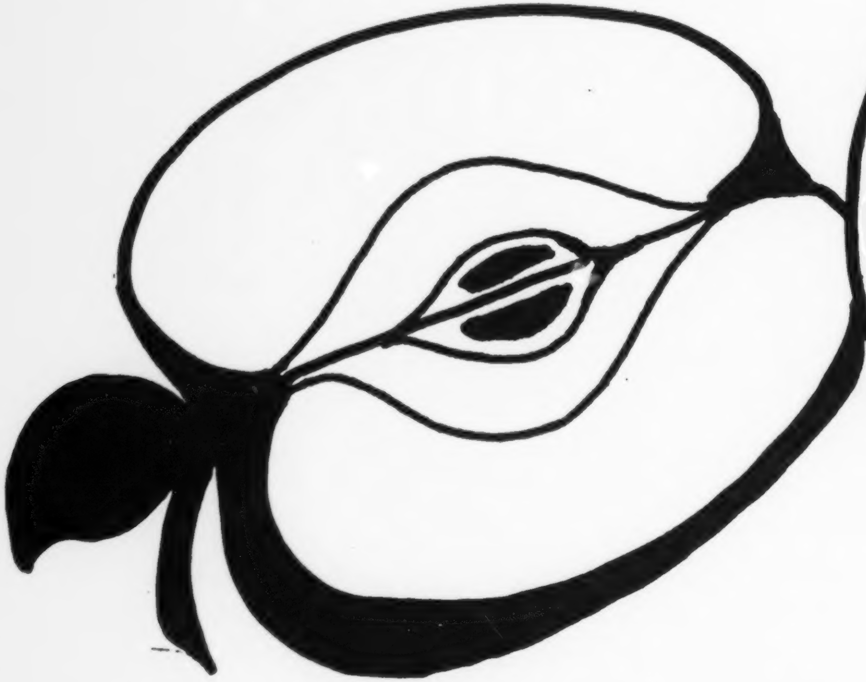
MPS- 137B



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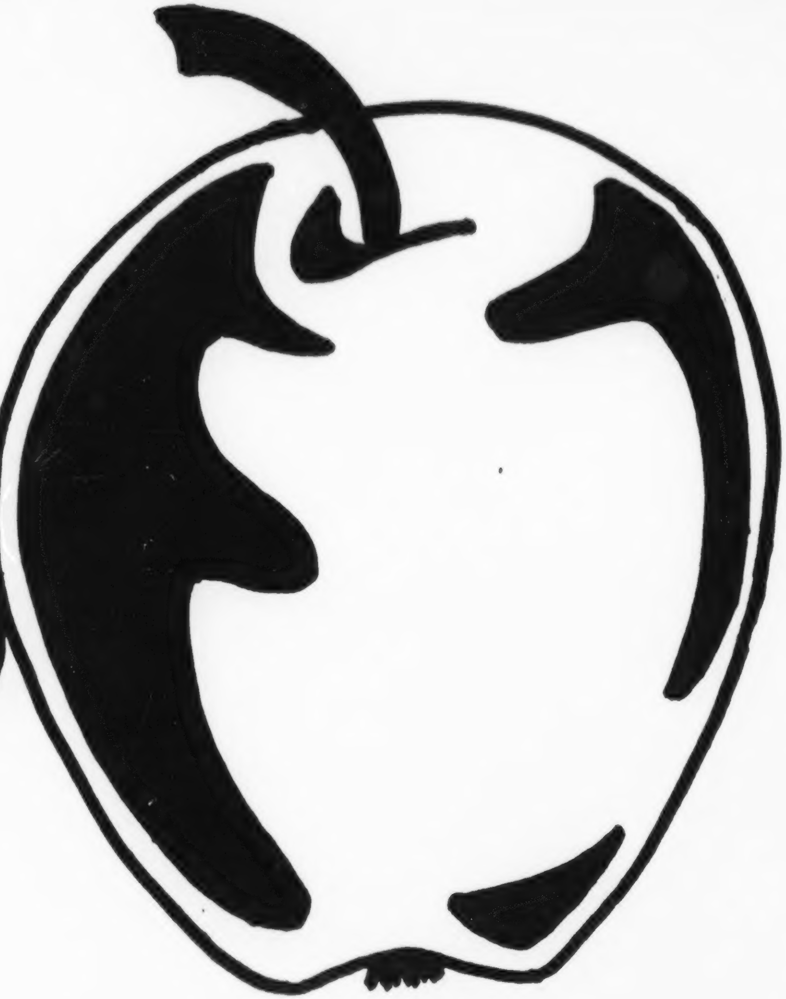

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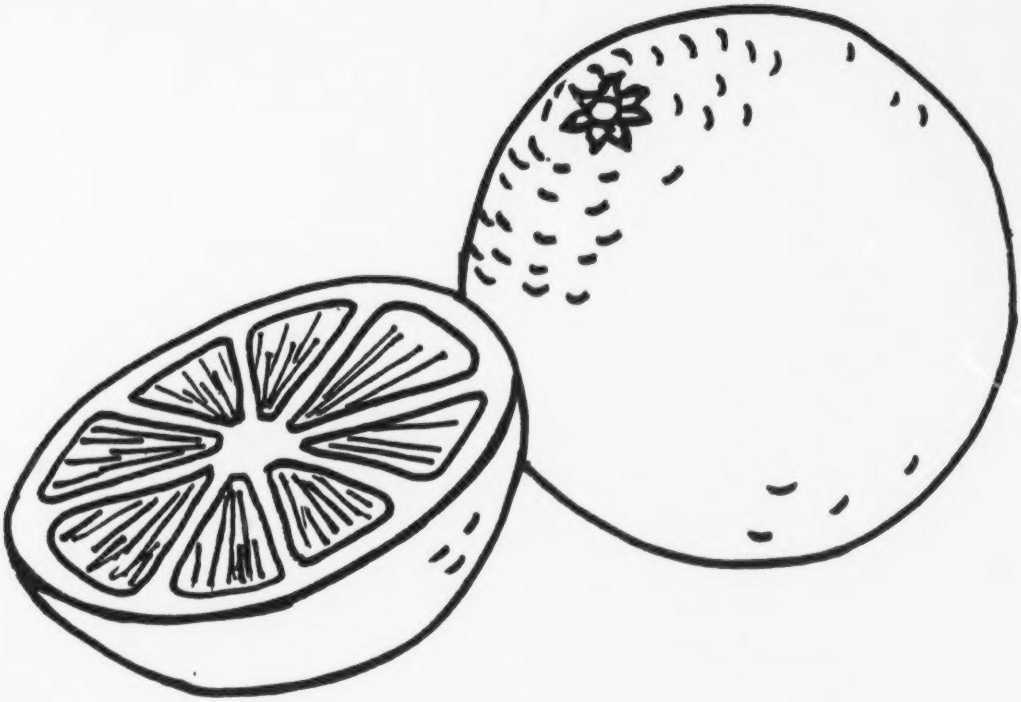
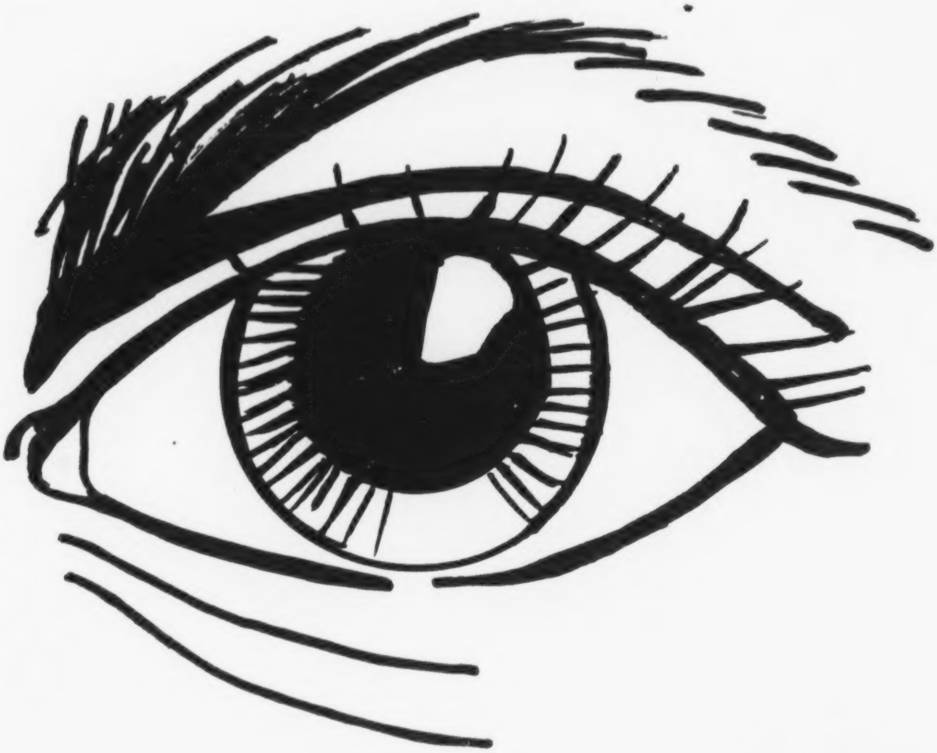
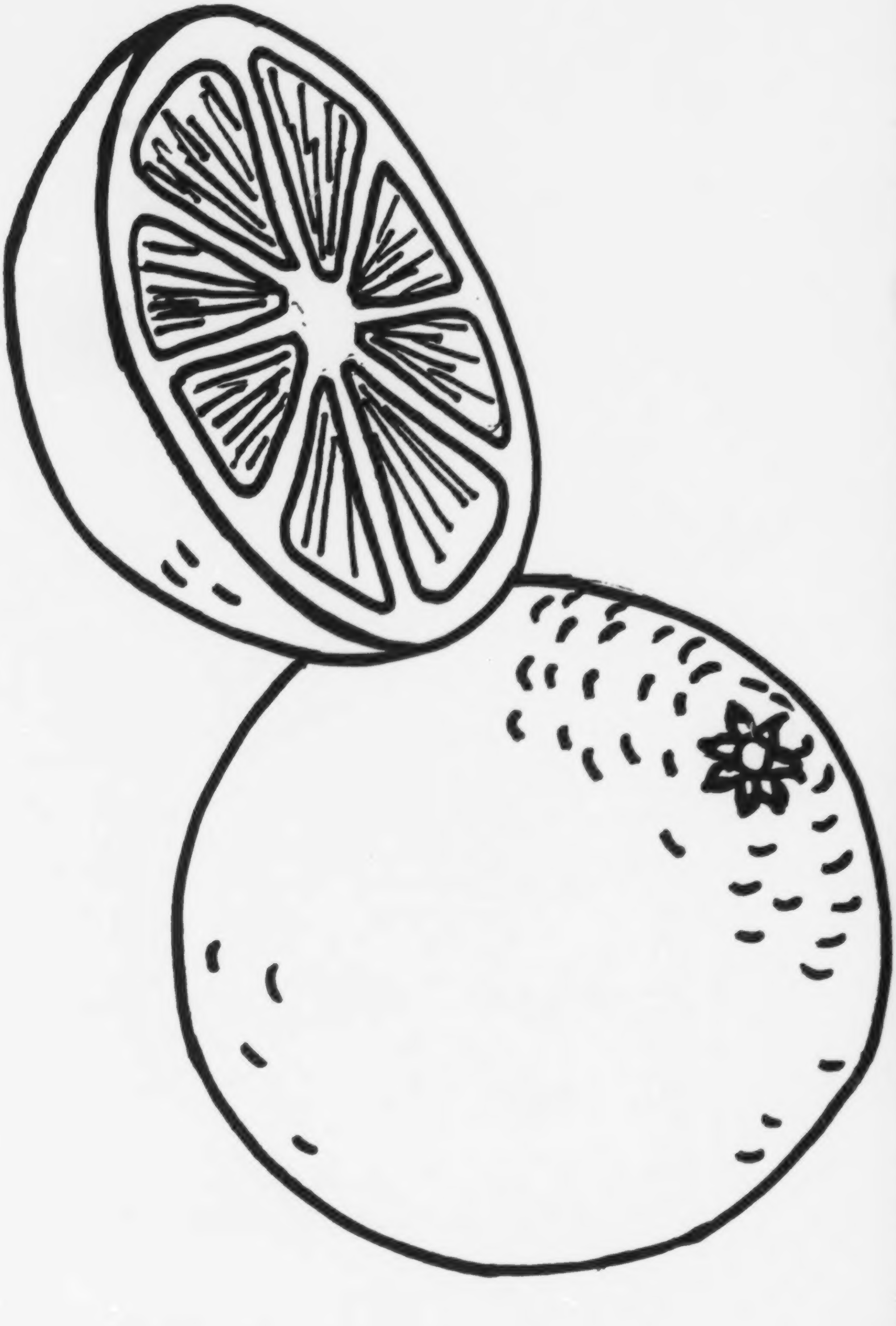
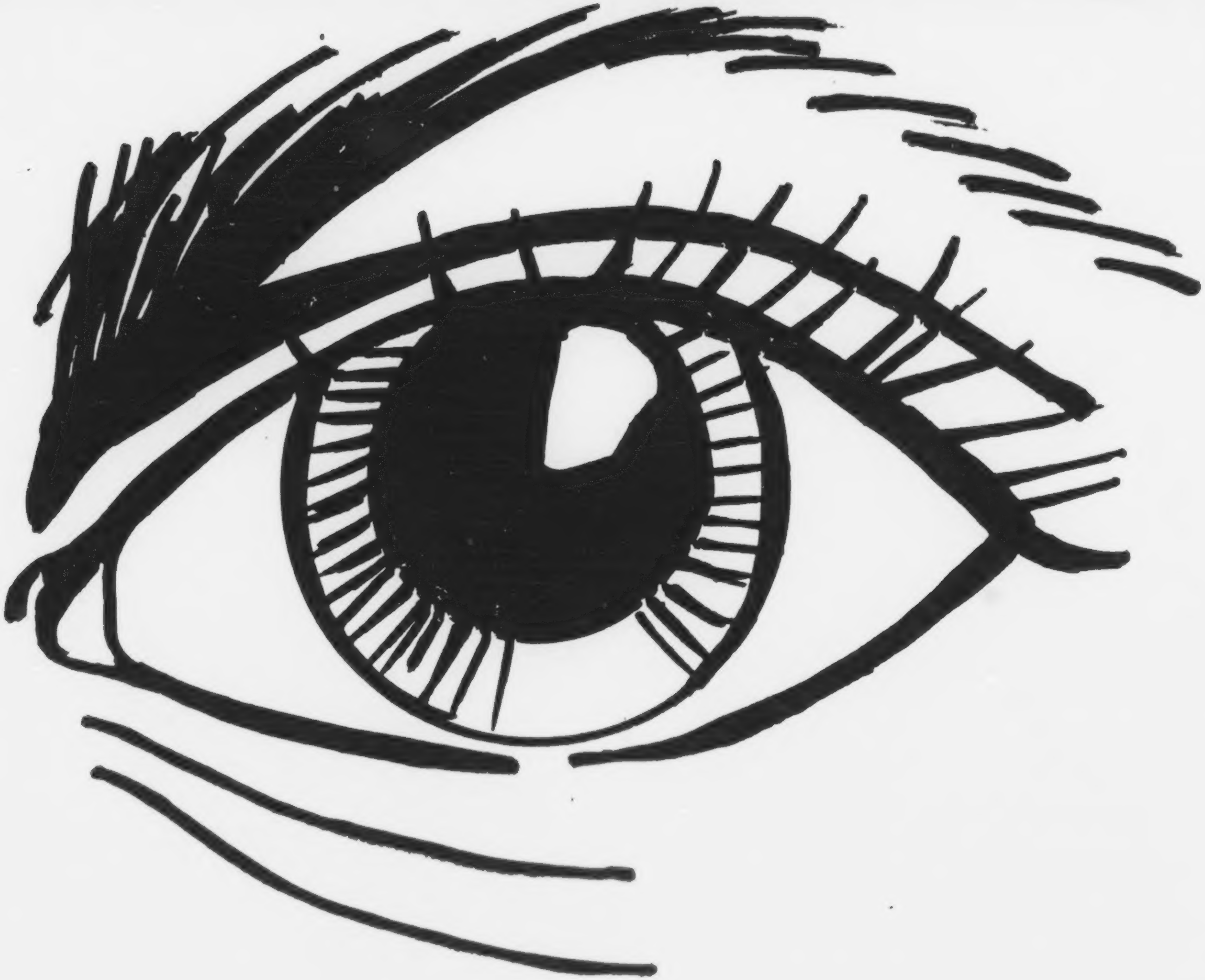
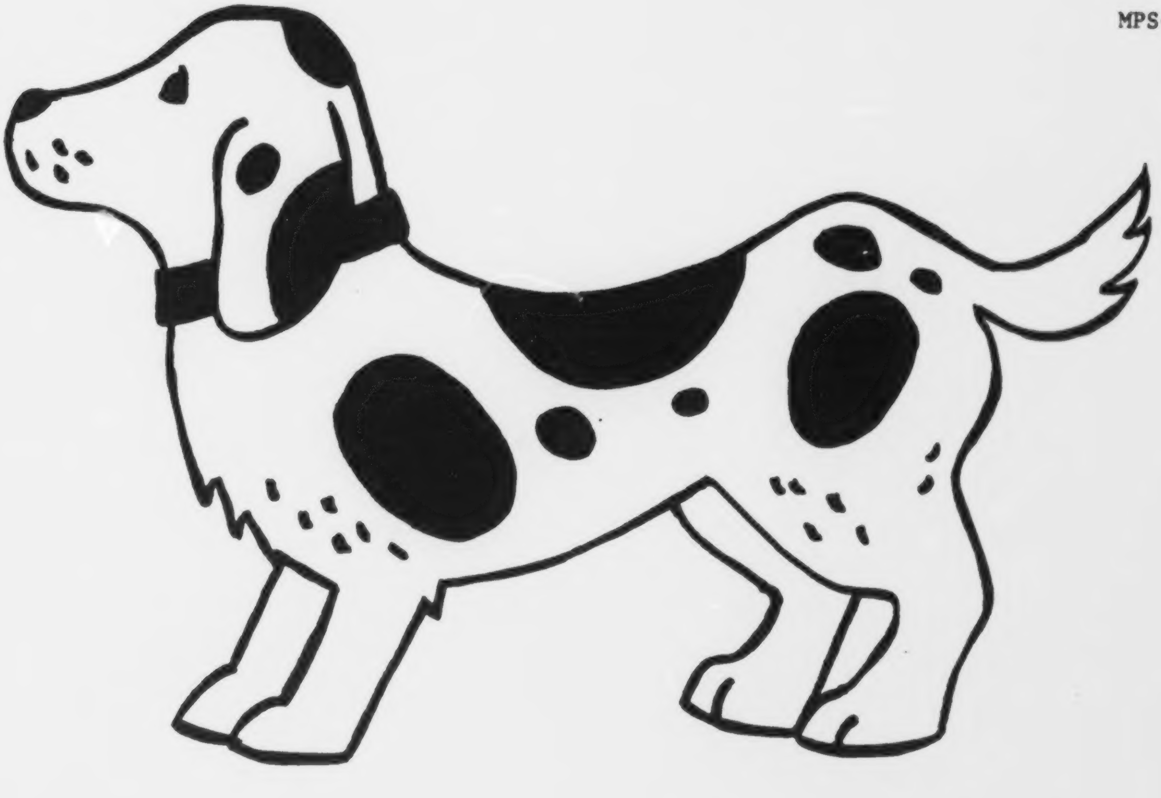


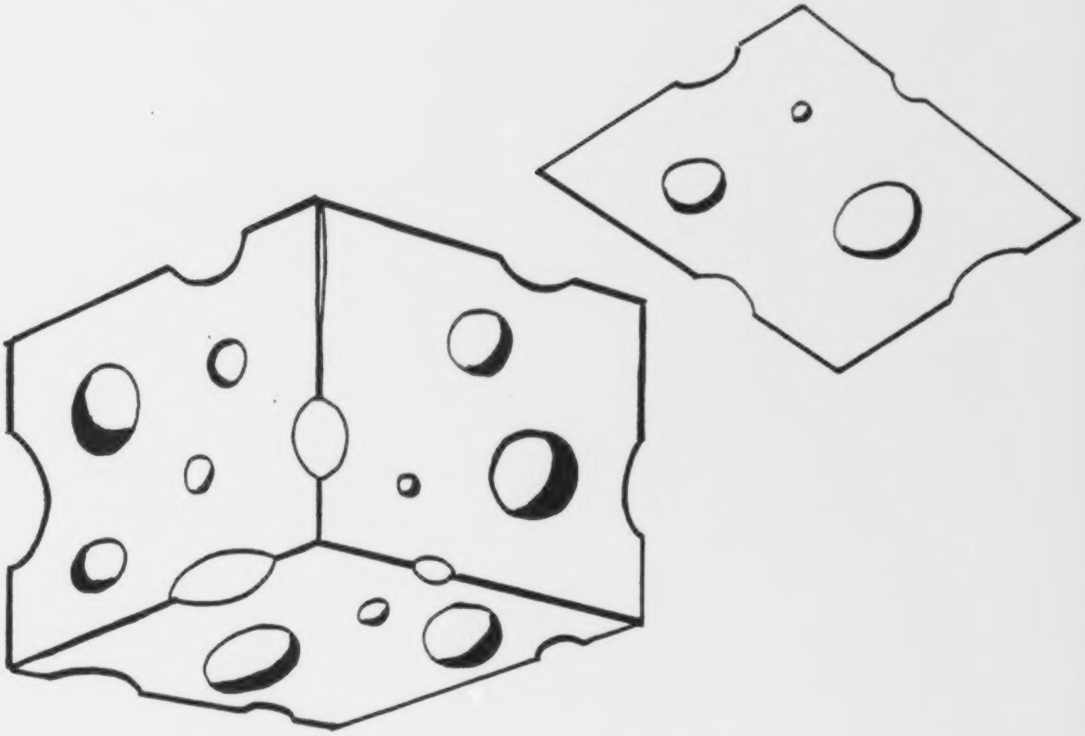




MPS- 138B







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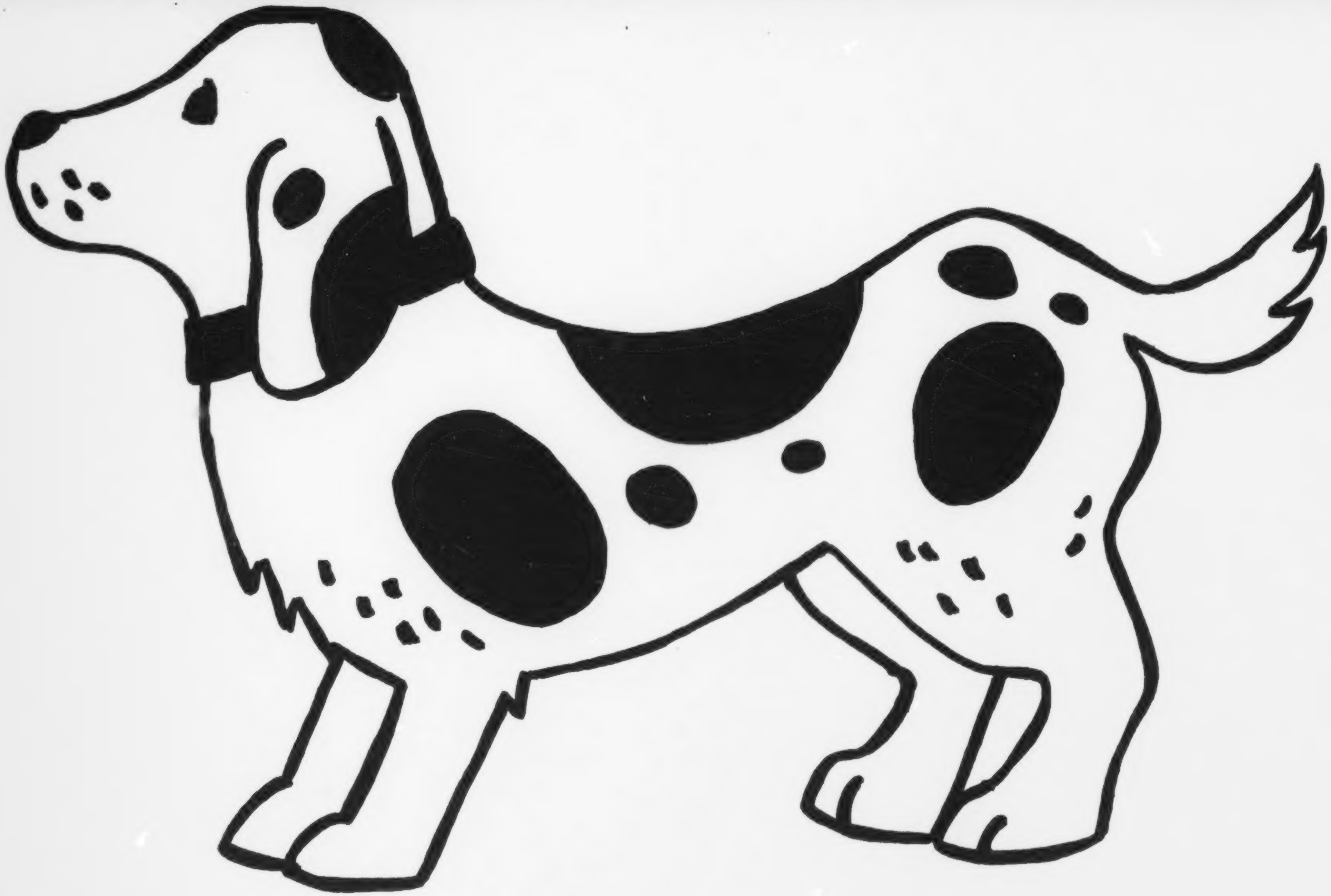

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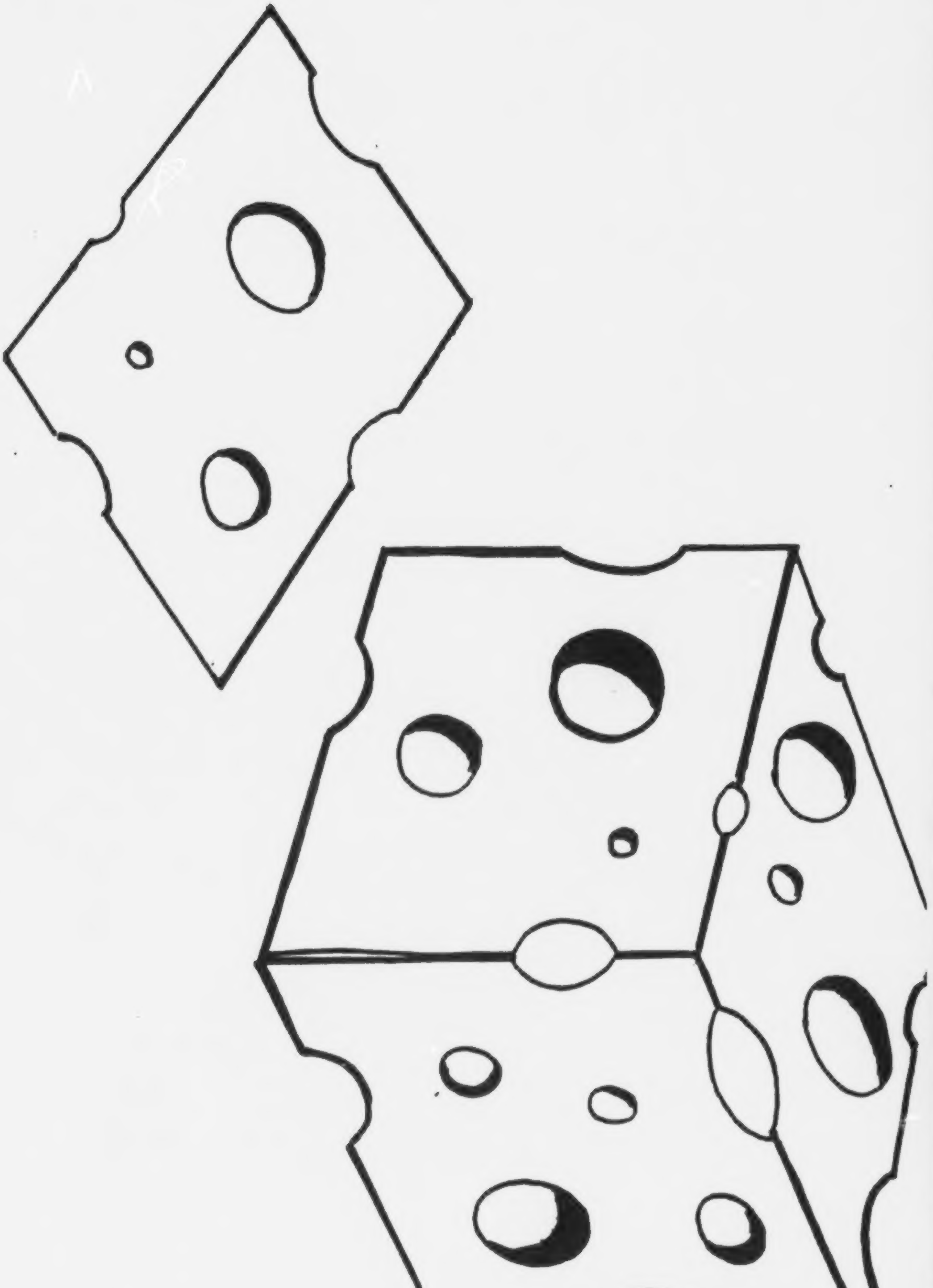

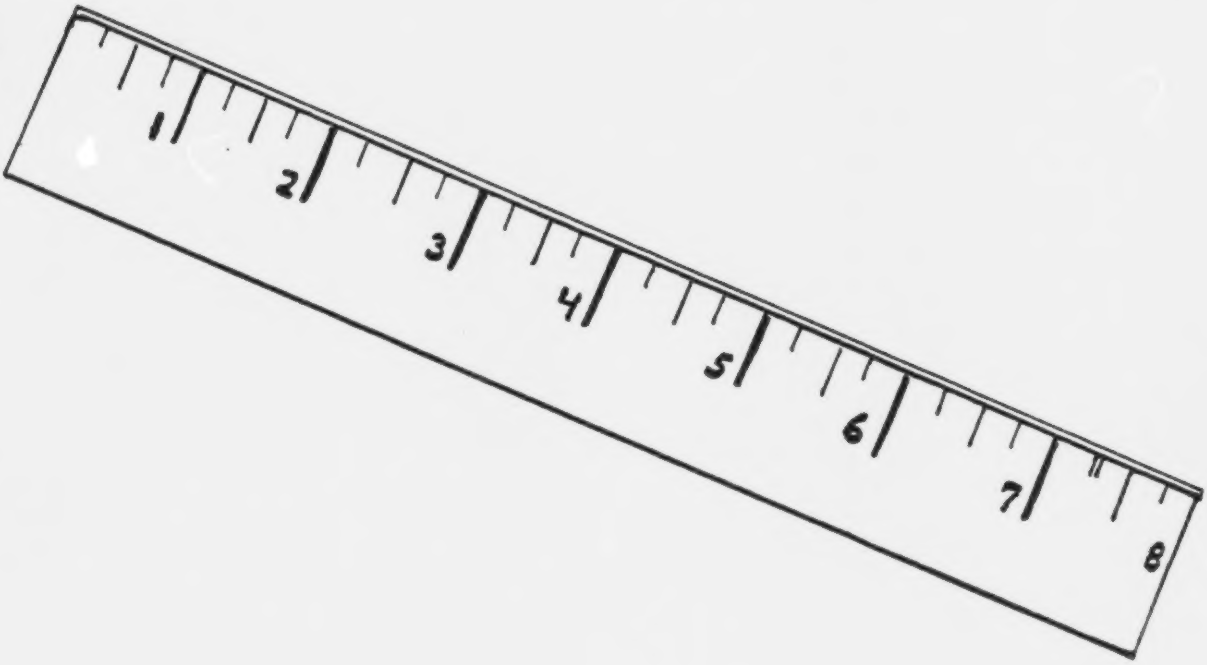
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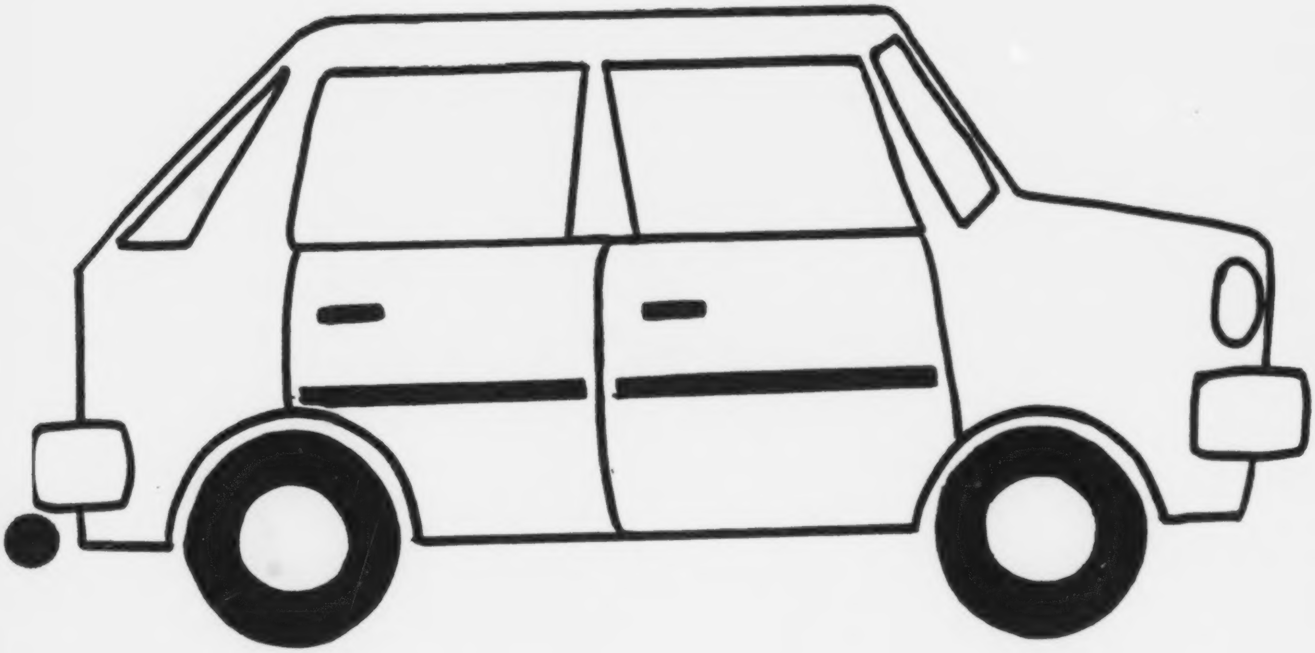

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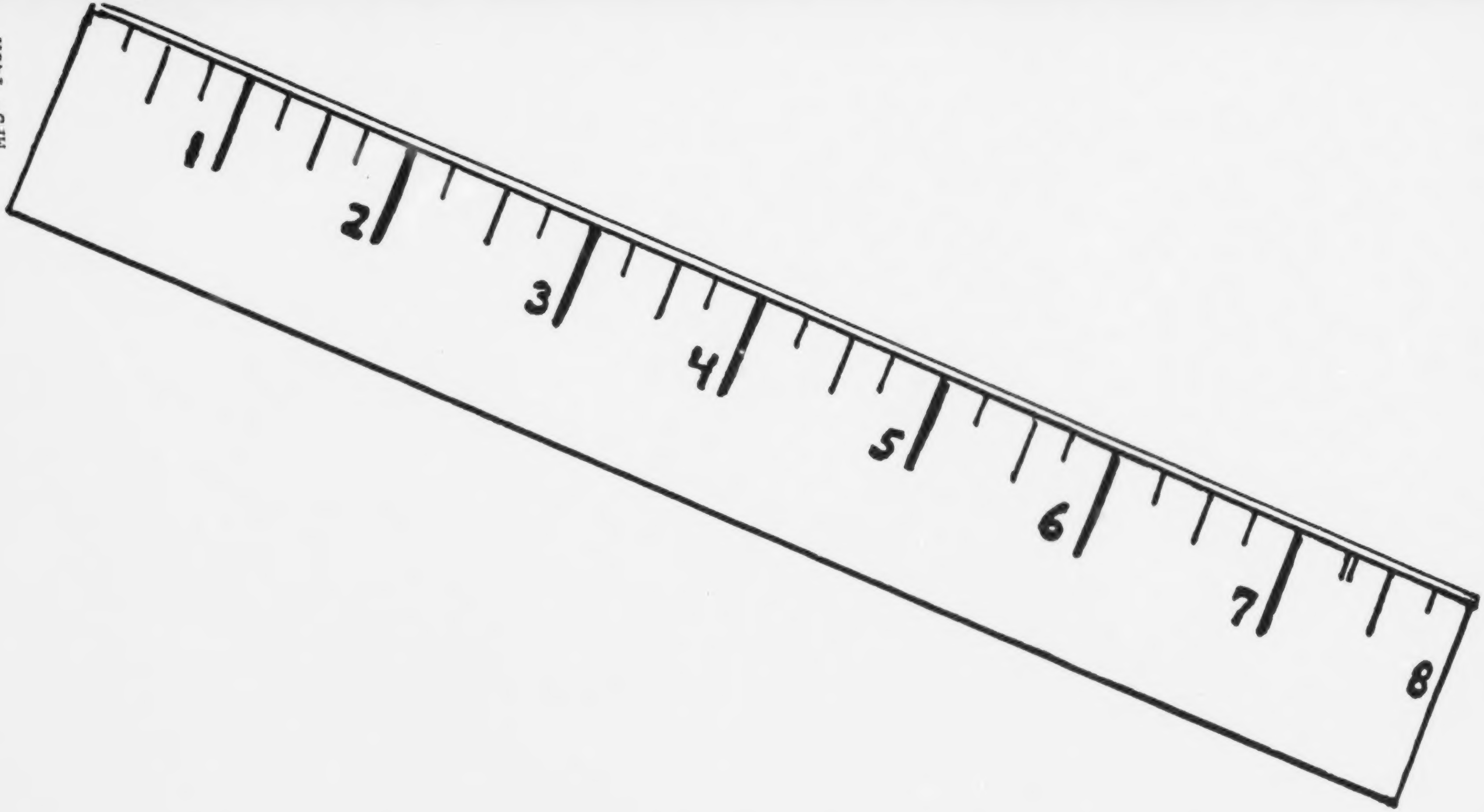

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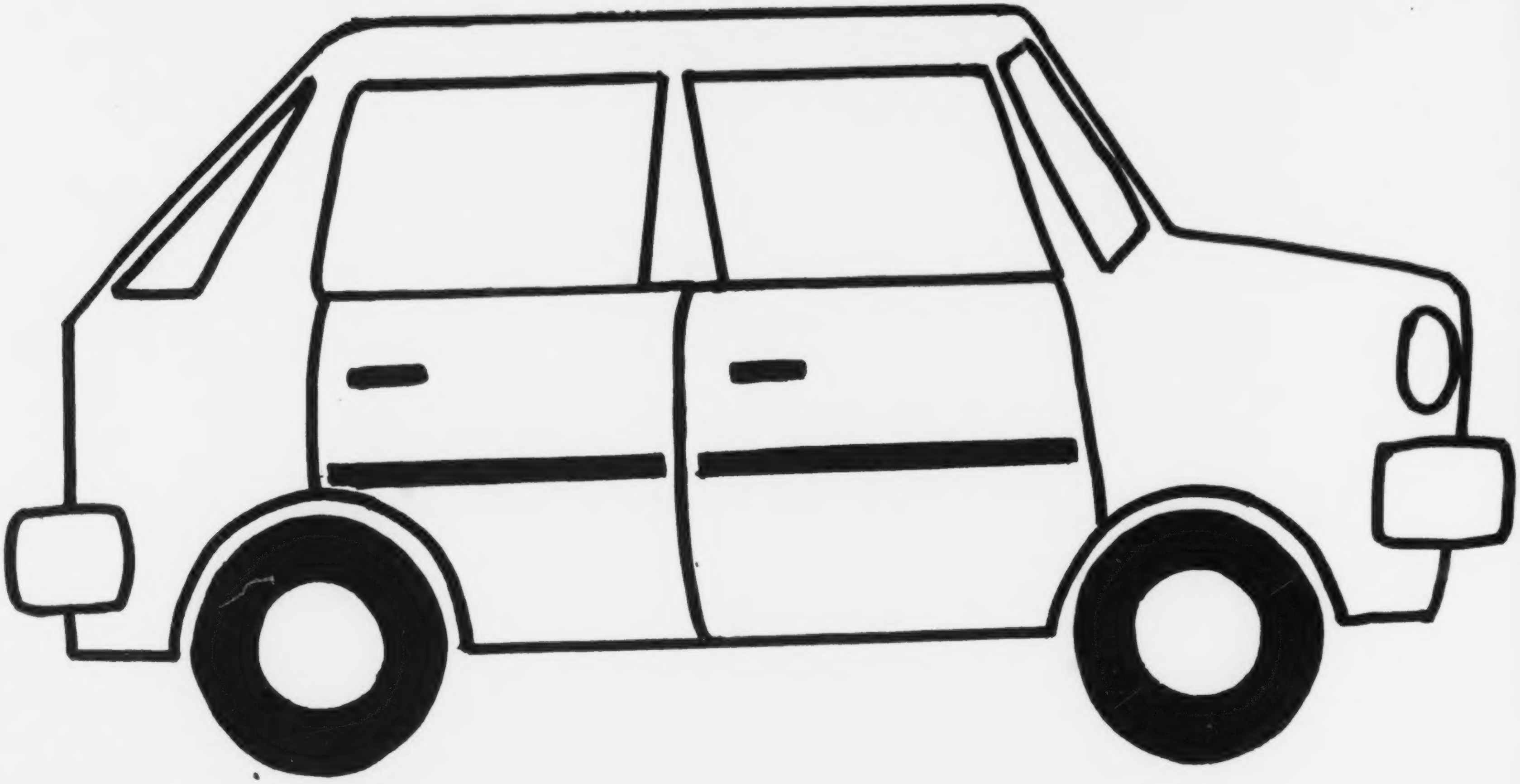

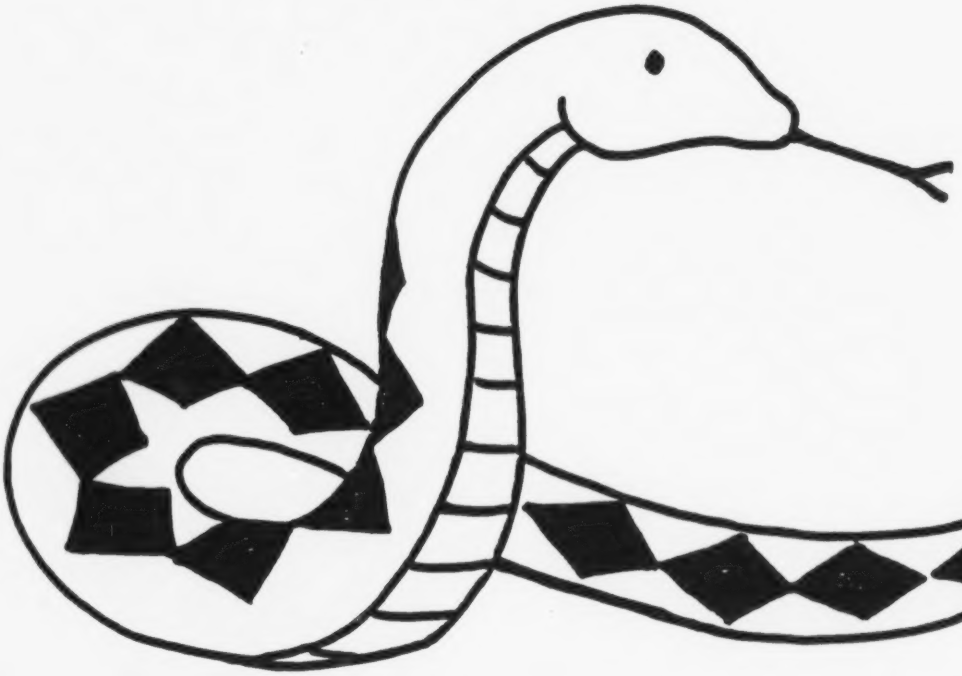

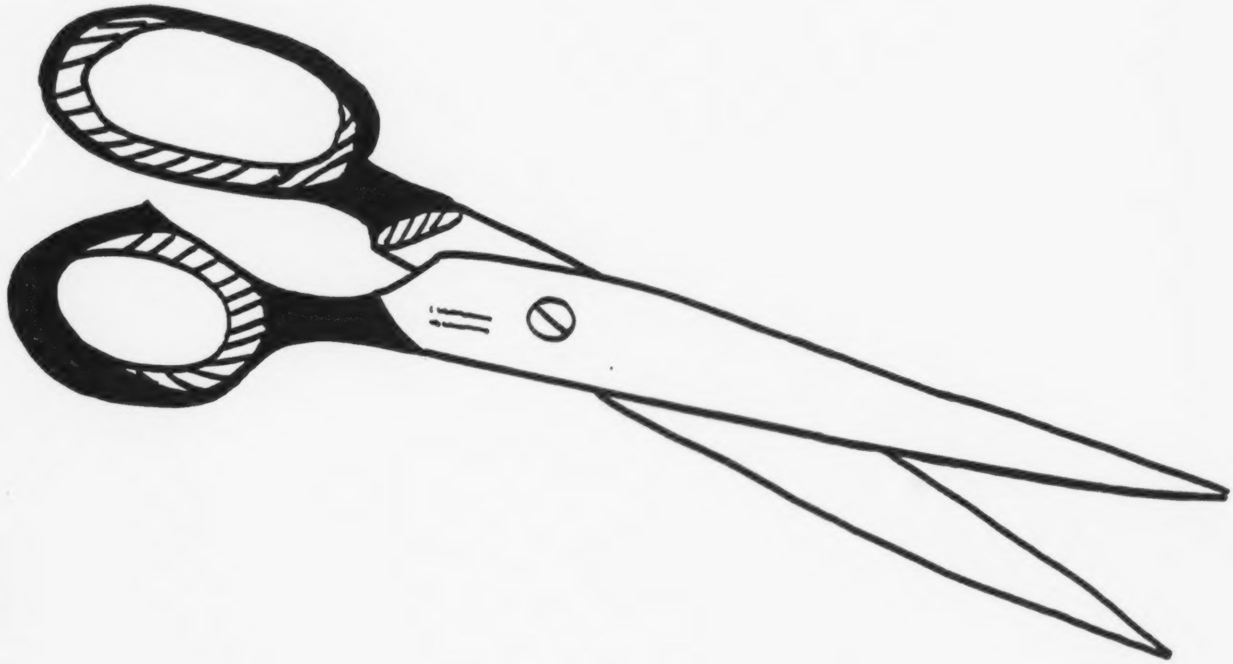

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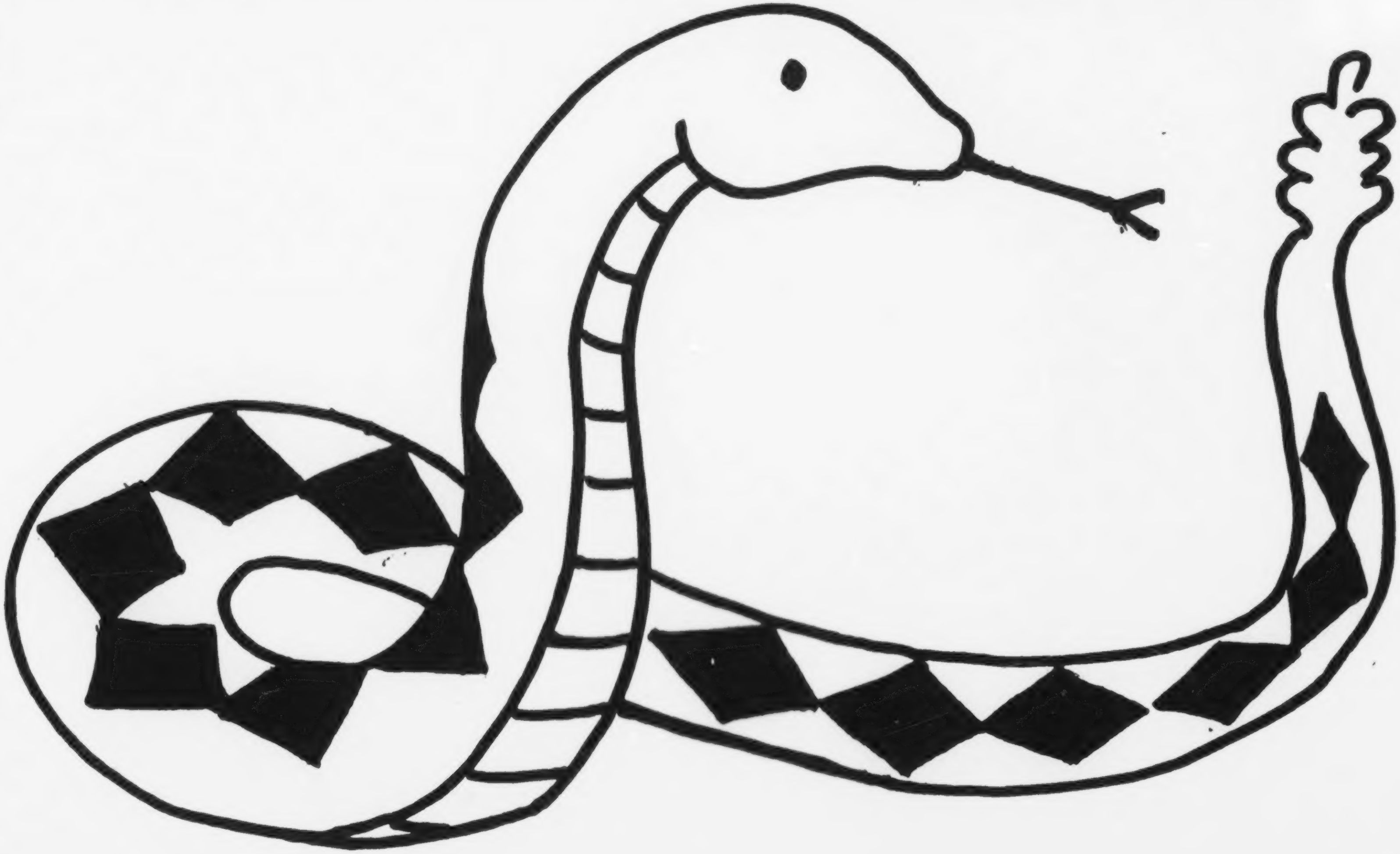

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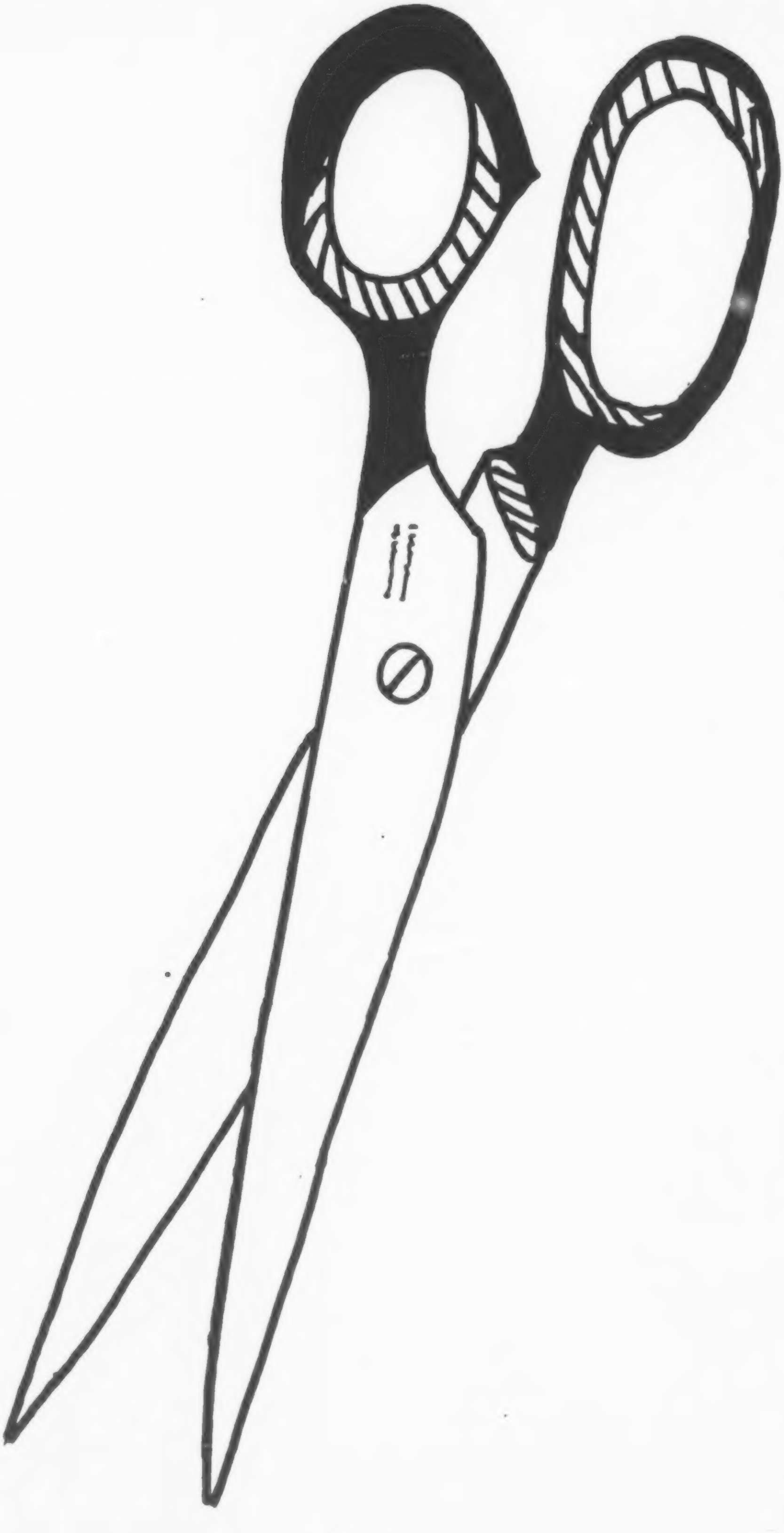

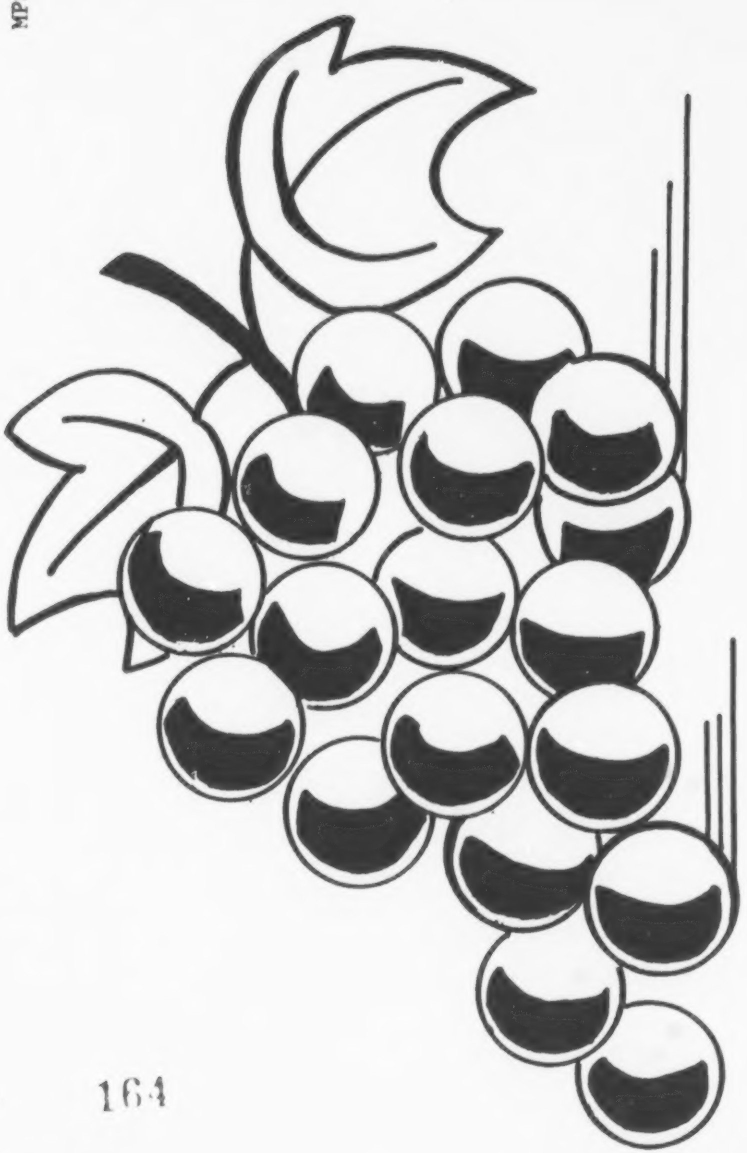

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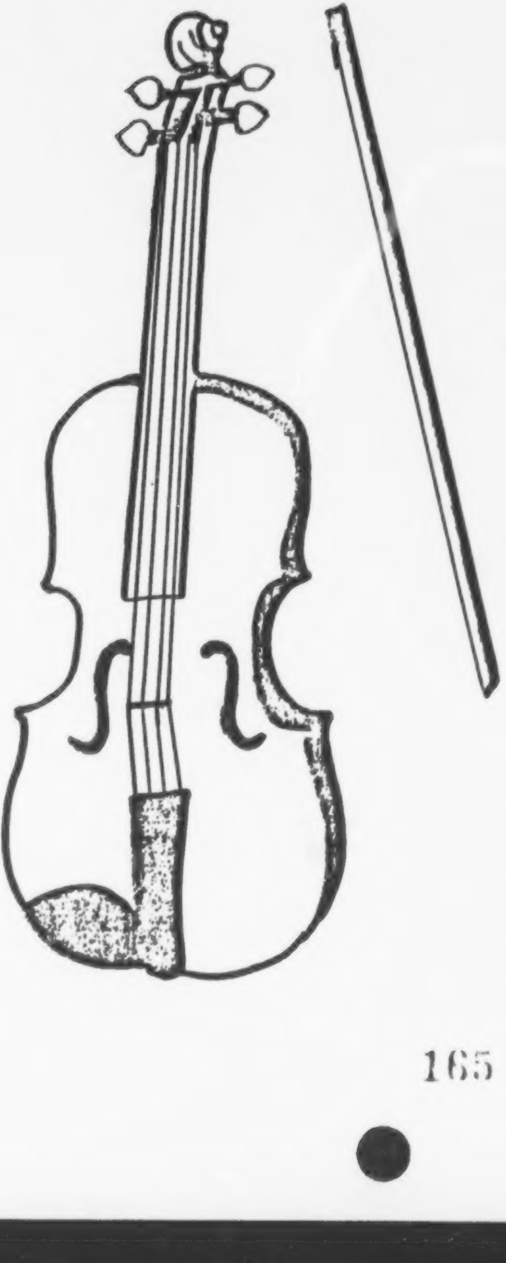

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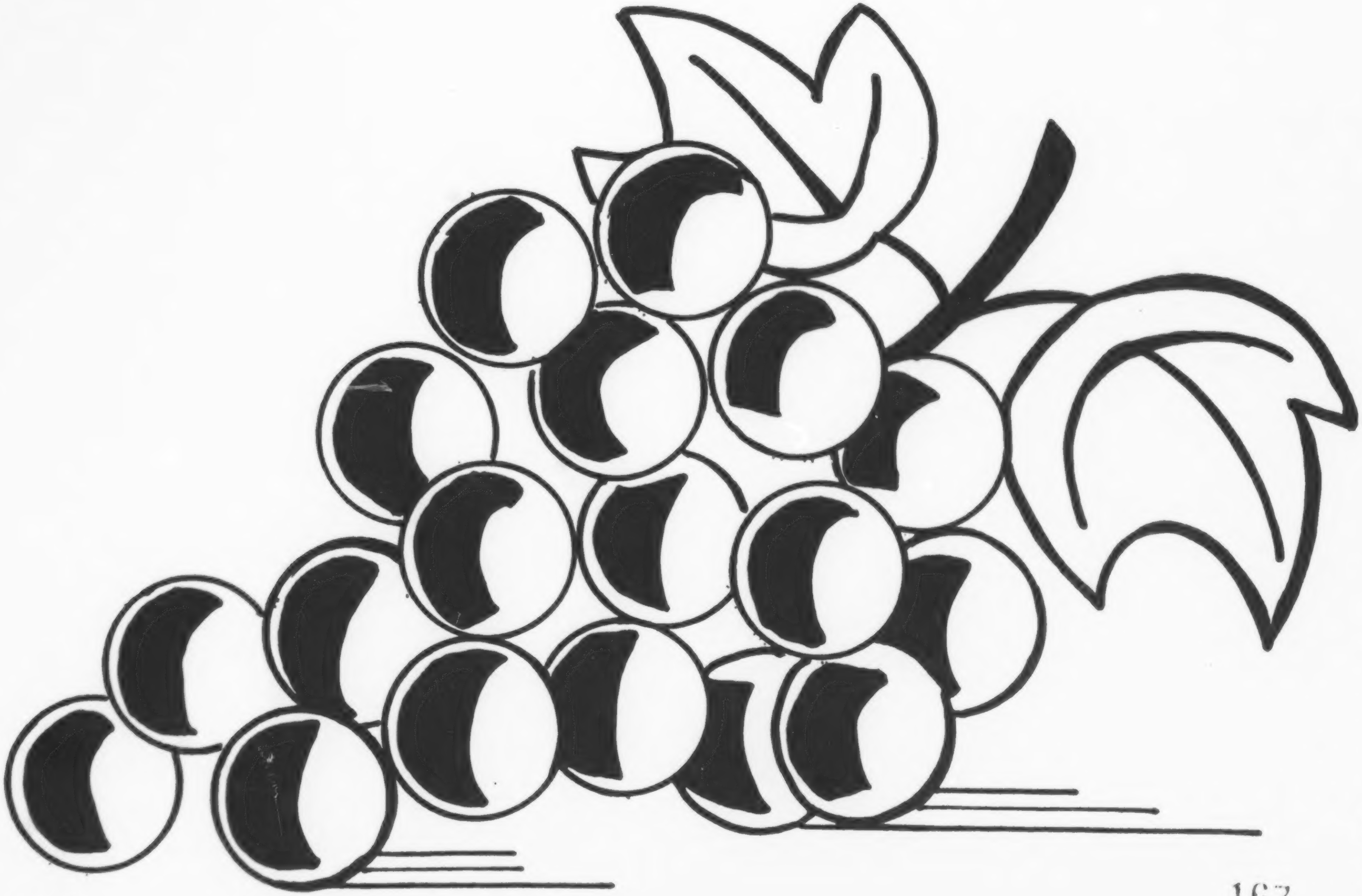

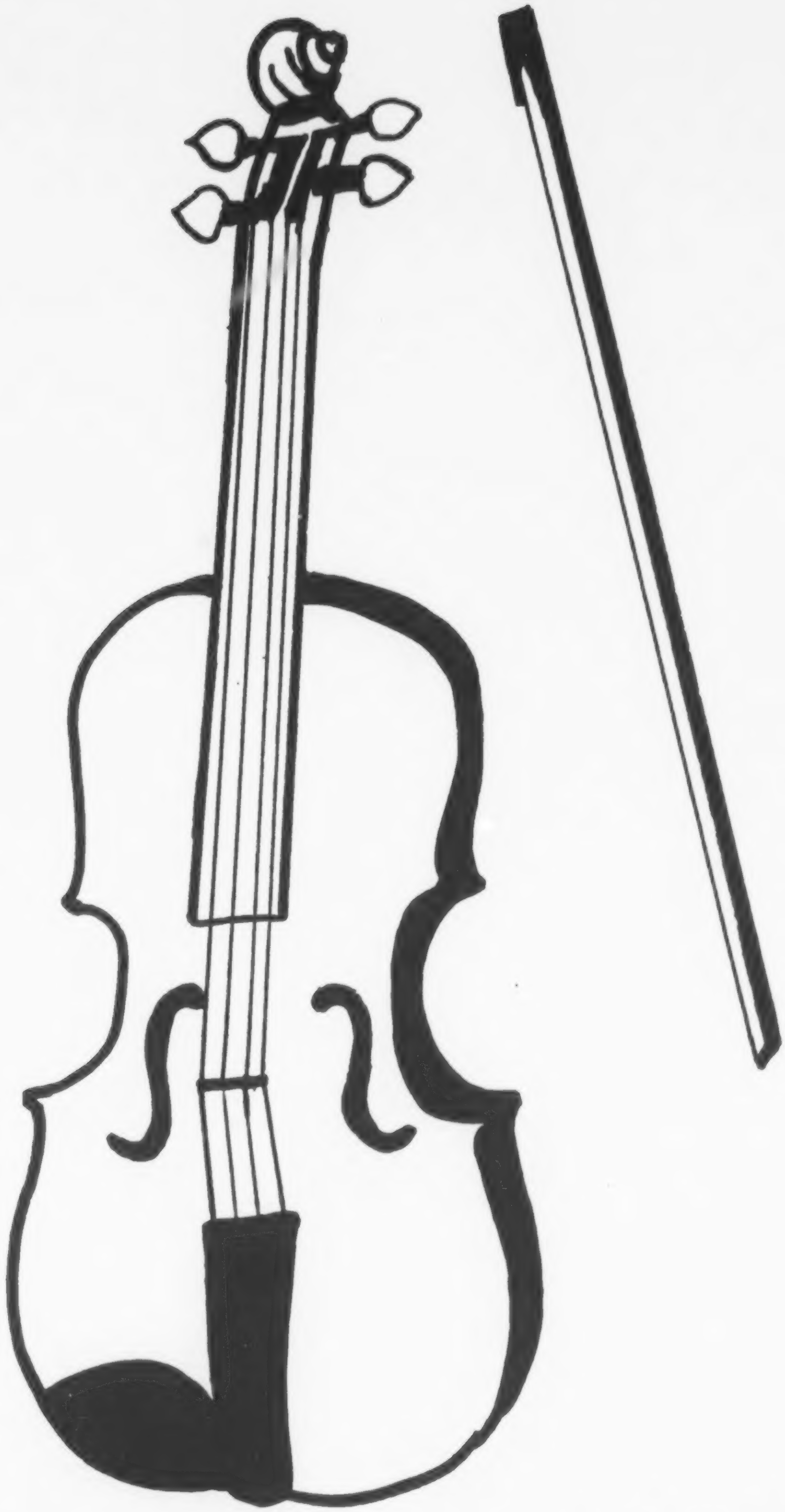

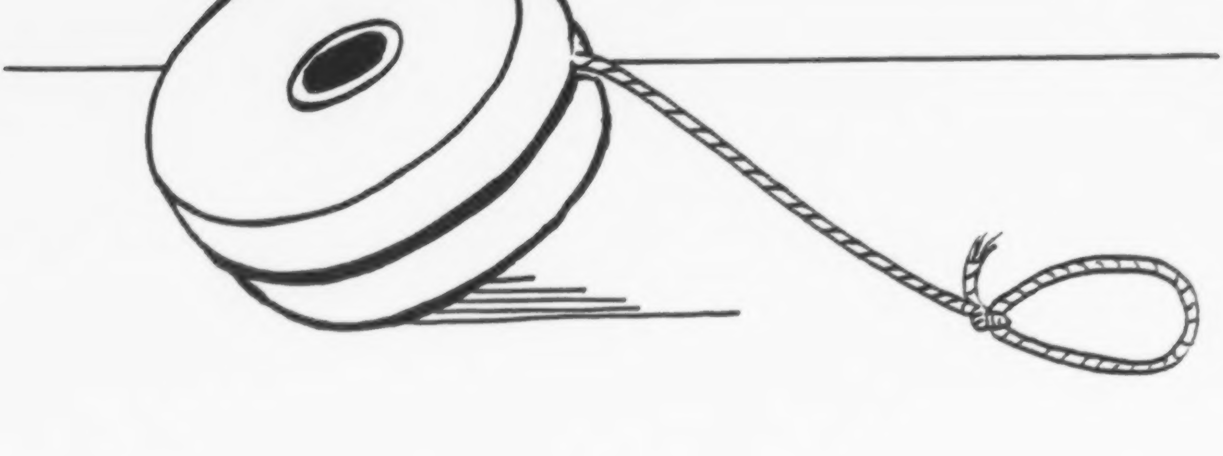

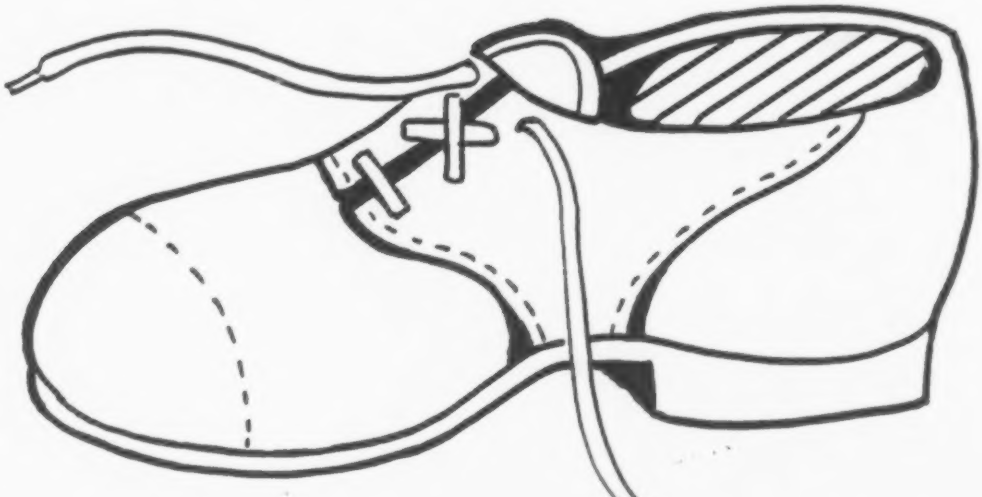

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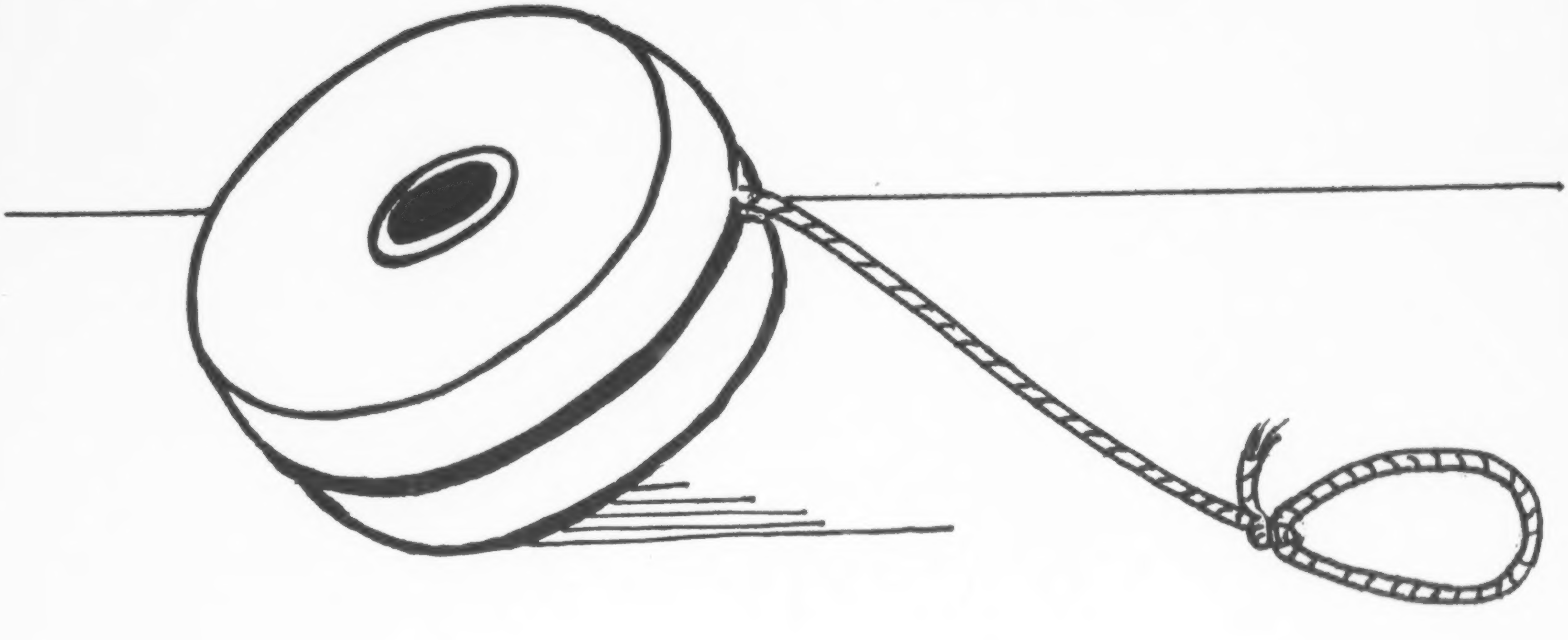

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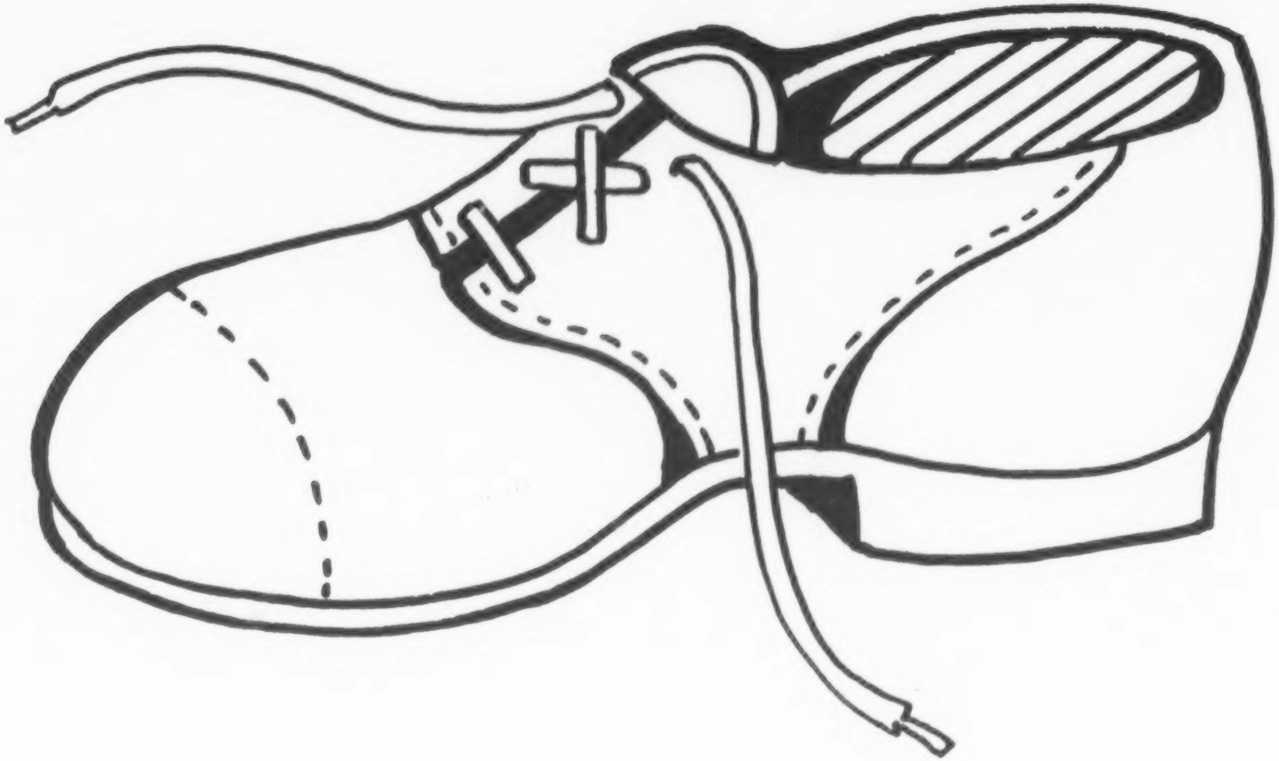

# FEELINGS AND OTHER EXPRESSIONS BOOKLET

(Cut Pages in Half to Make Booklet)

See Page 10 for List of Expressions

MPS- 147

milwaukee public schools

# Cómo me siento

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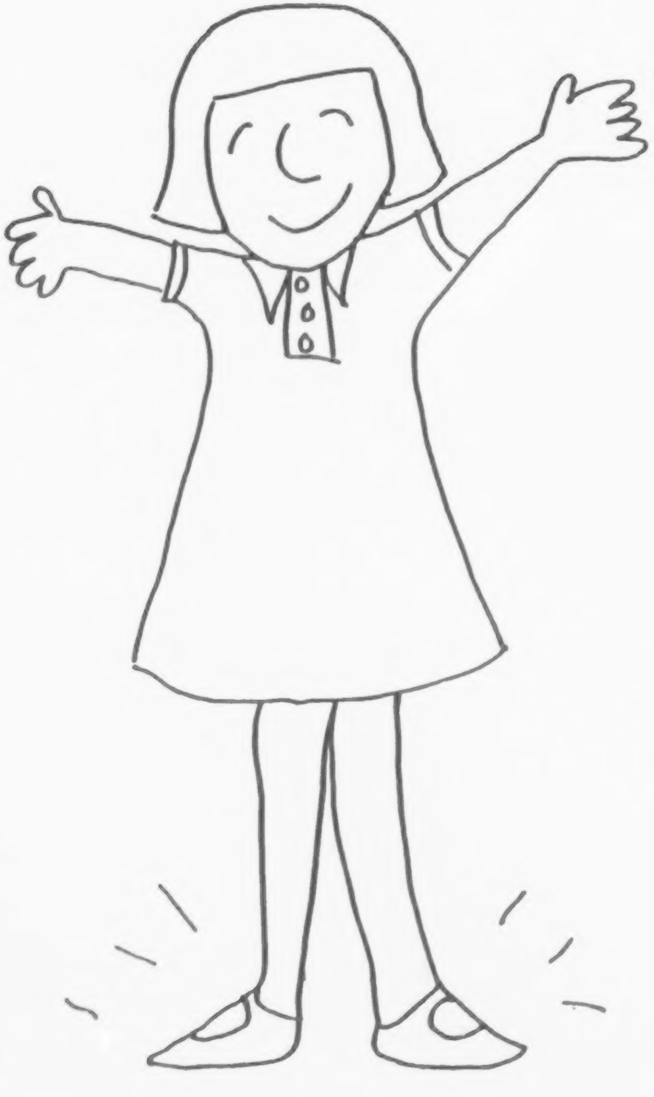
## Cómo me siento

1. Me siento feliz.
2. Me siento triste.
3. Tengo hambre.
4. Tengo frío.
5. Tengo calor.
6. Me siento enfermo.
7. Me siento orgullosa.
8. Tengo miedo.
9. Tengo sueño.
10. Me siento enojada.
11. Me pongo rojo.

MPS- 149



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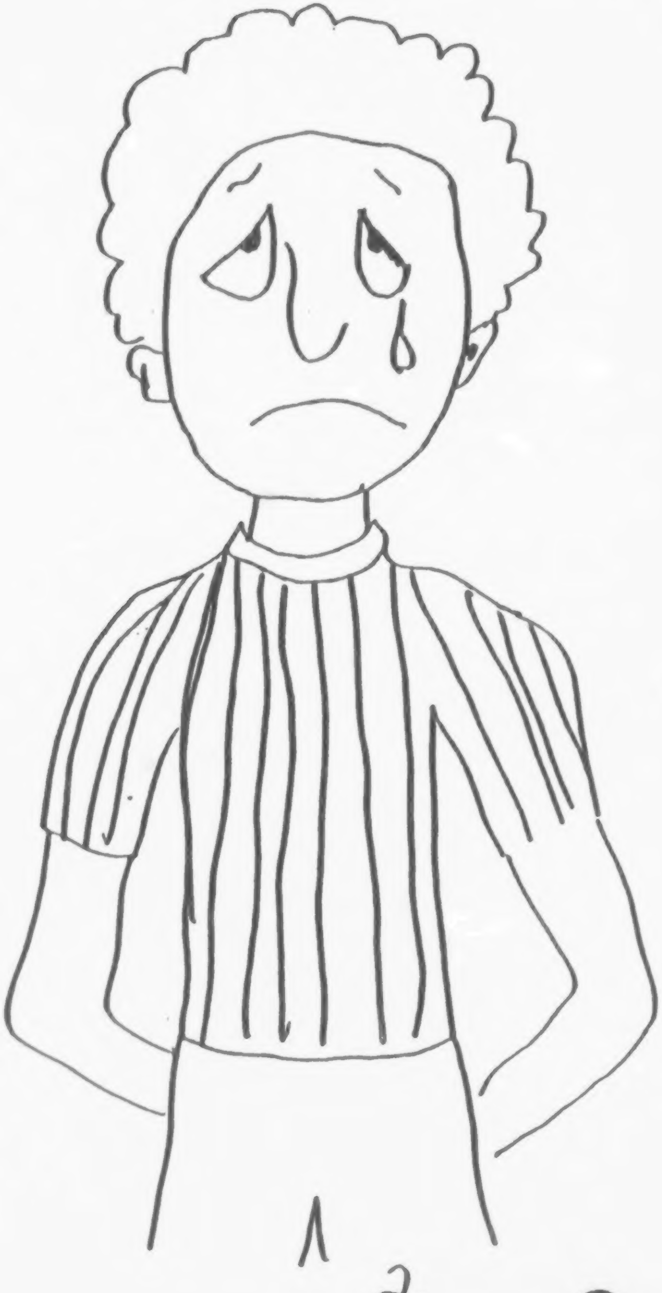

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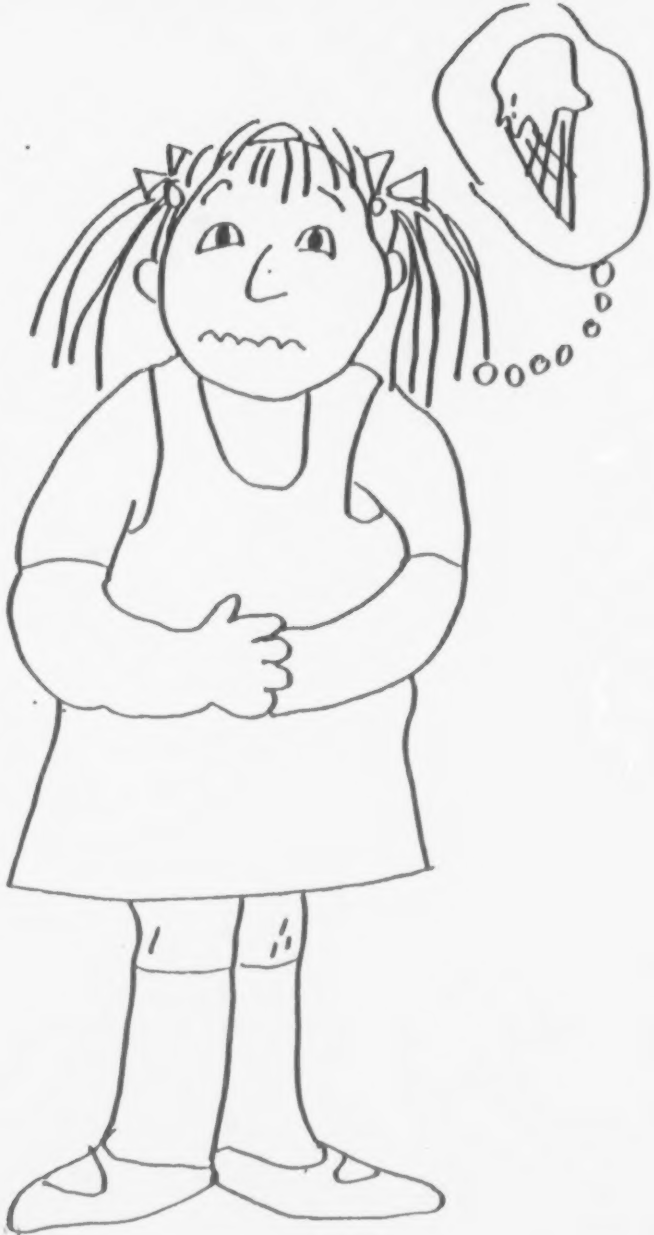

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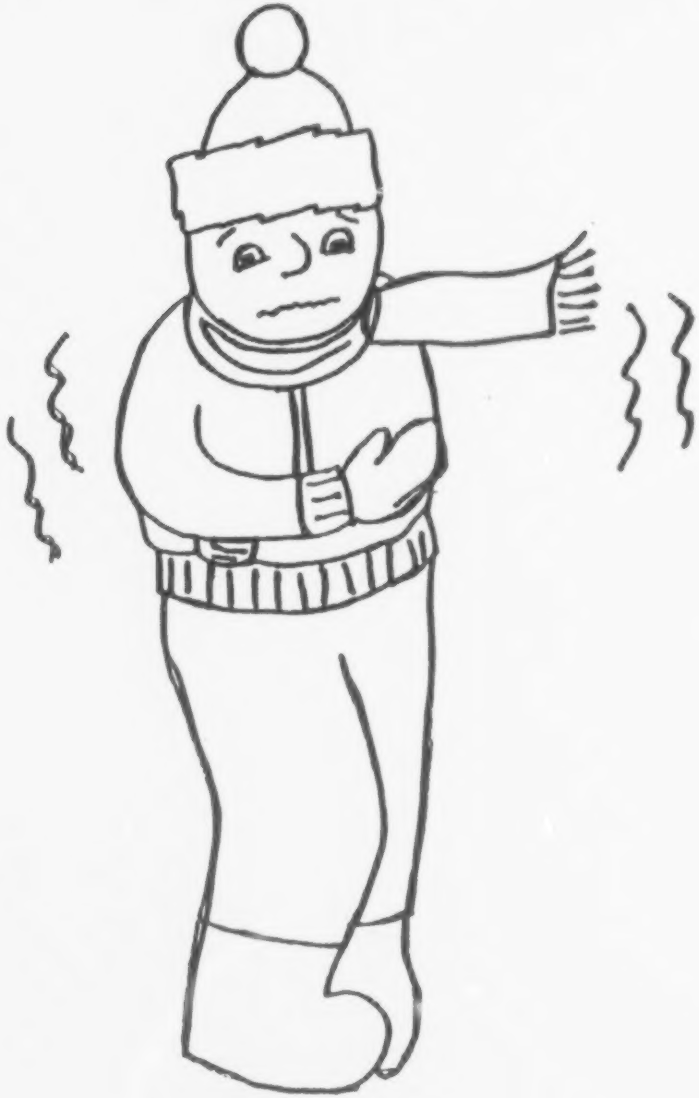

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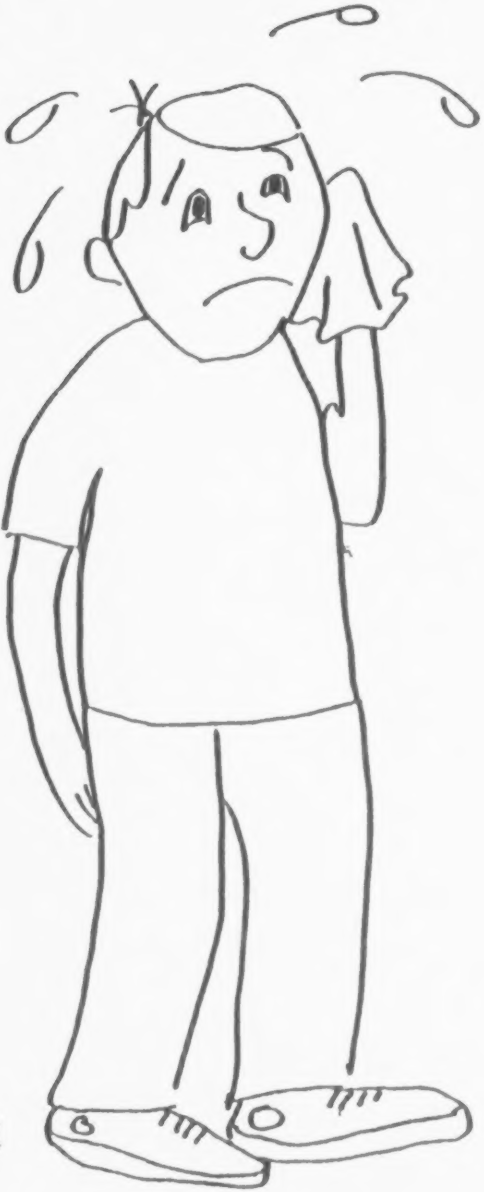
MPS- 151



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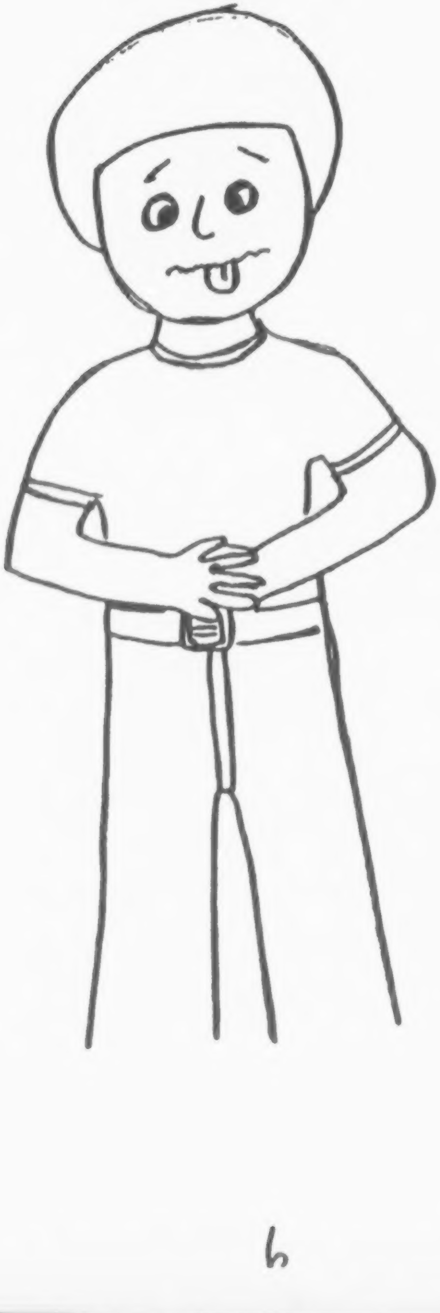

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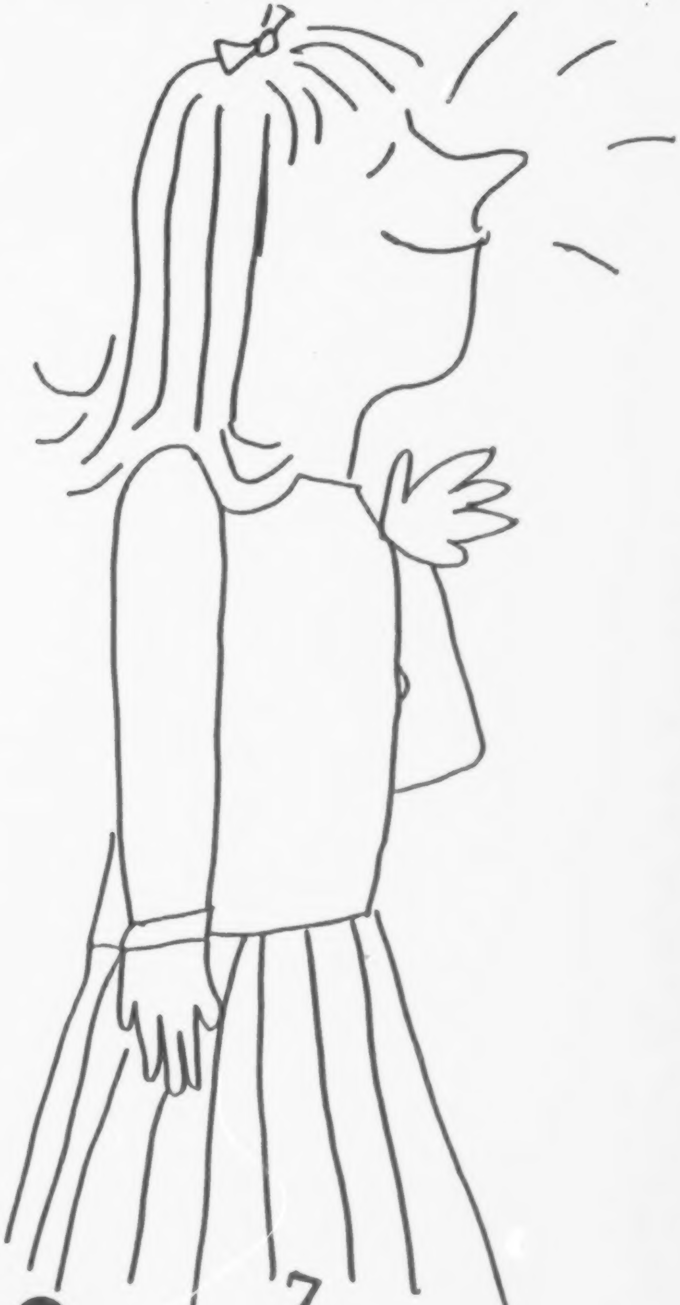

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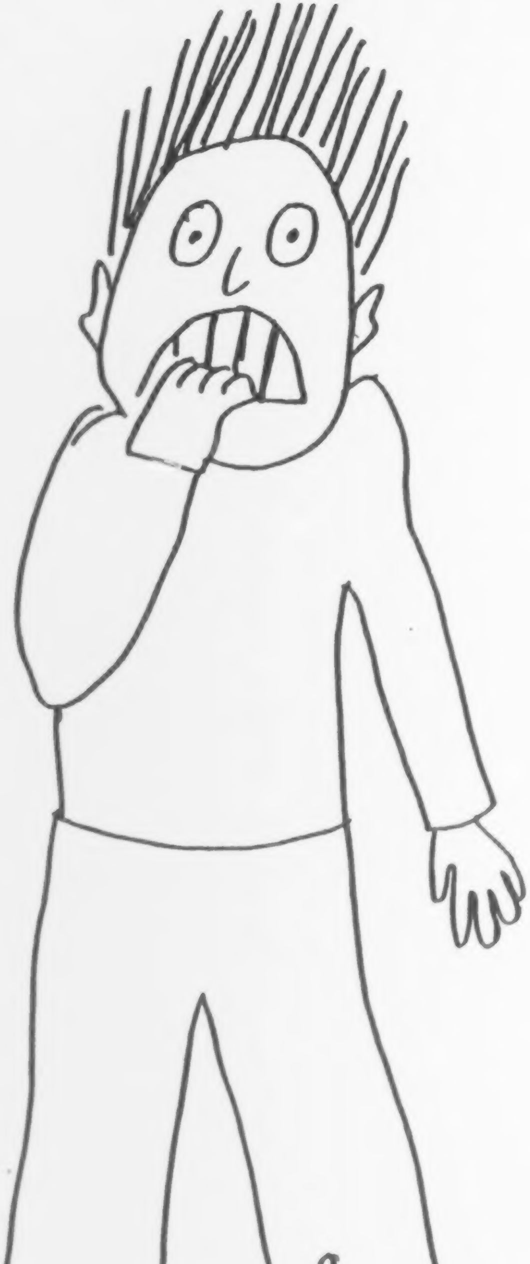

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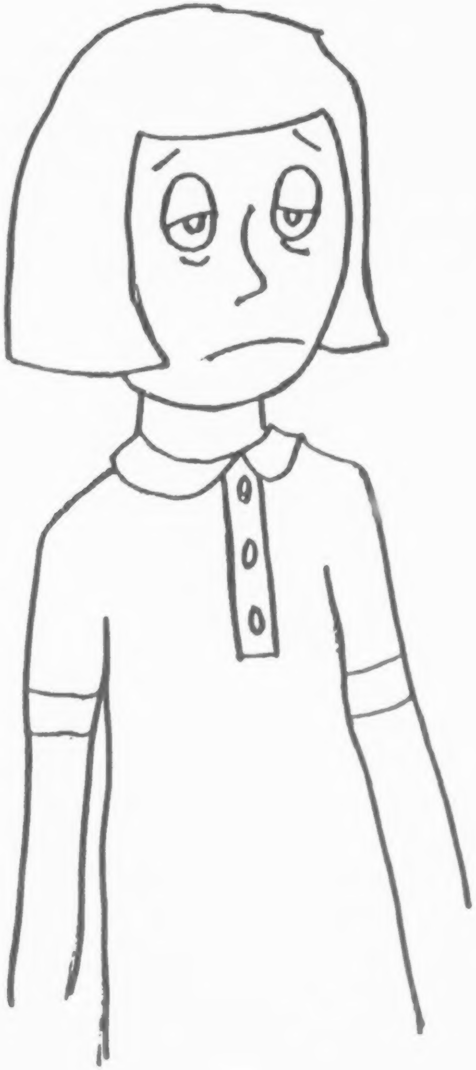

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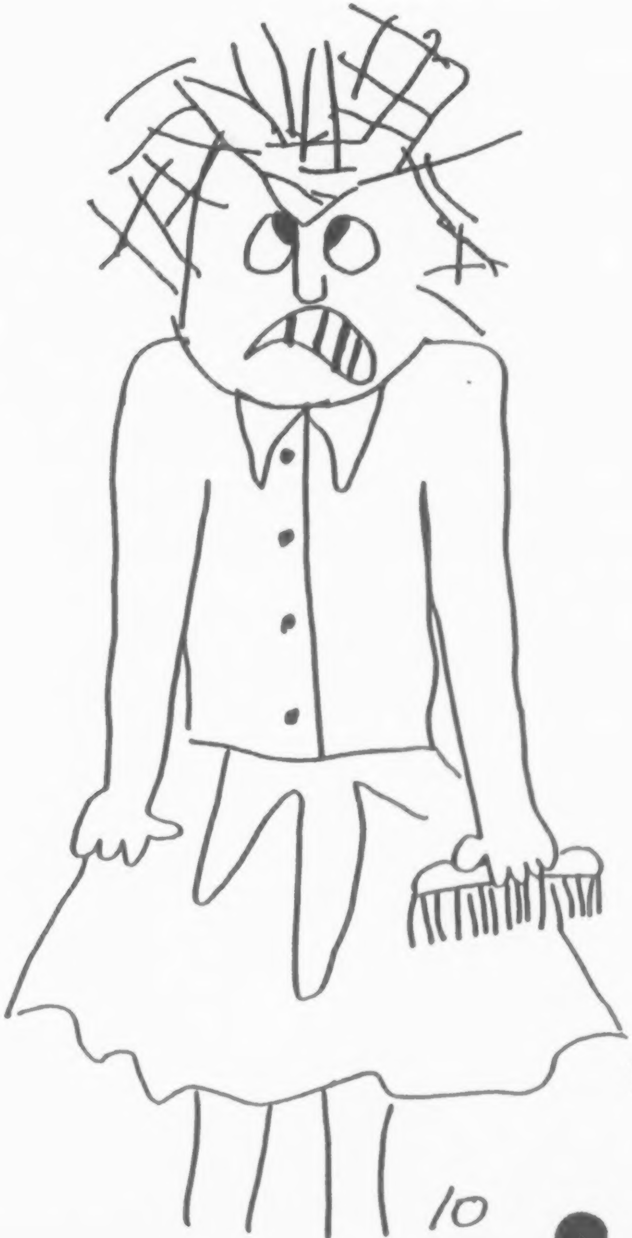

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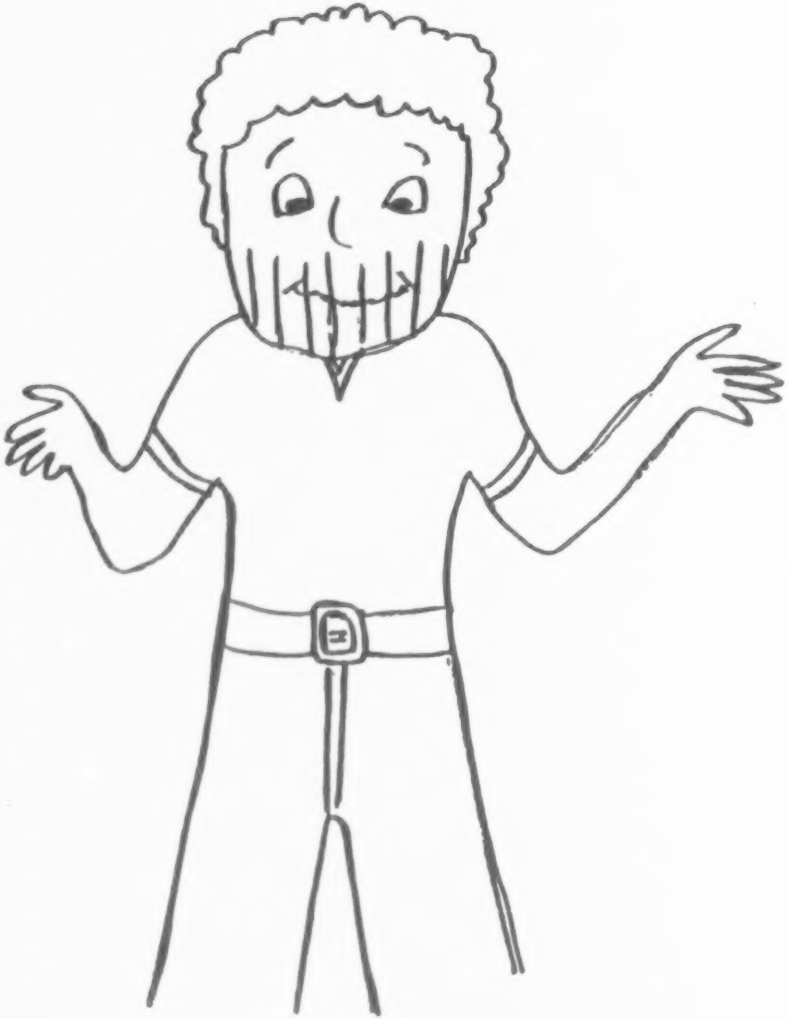
MPS- 154



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11

# WEATHER EXPRESSIONS BOOKLET

(Cut Pages in Half to Make Booklet)

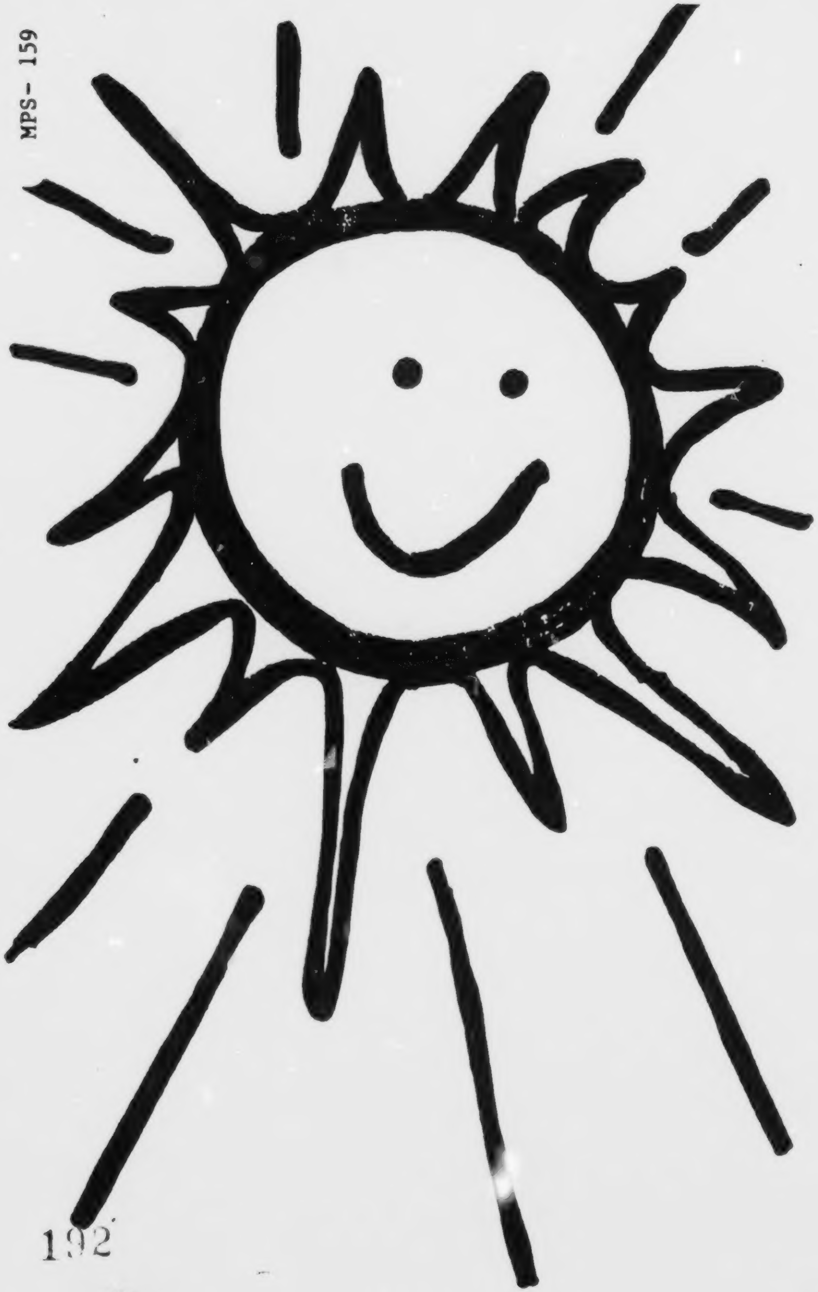
See Page 5 for List of Words

# ¿Qué tiempo hace?

¿Qué tiempo hace?

1. Hace sol.
2. Está lloviendo.
3. Está nublado.
4. Está haciendo relámpago.
5. Está nevando.
6. Hace viento.

MPS- 159



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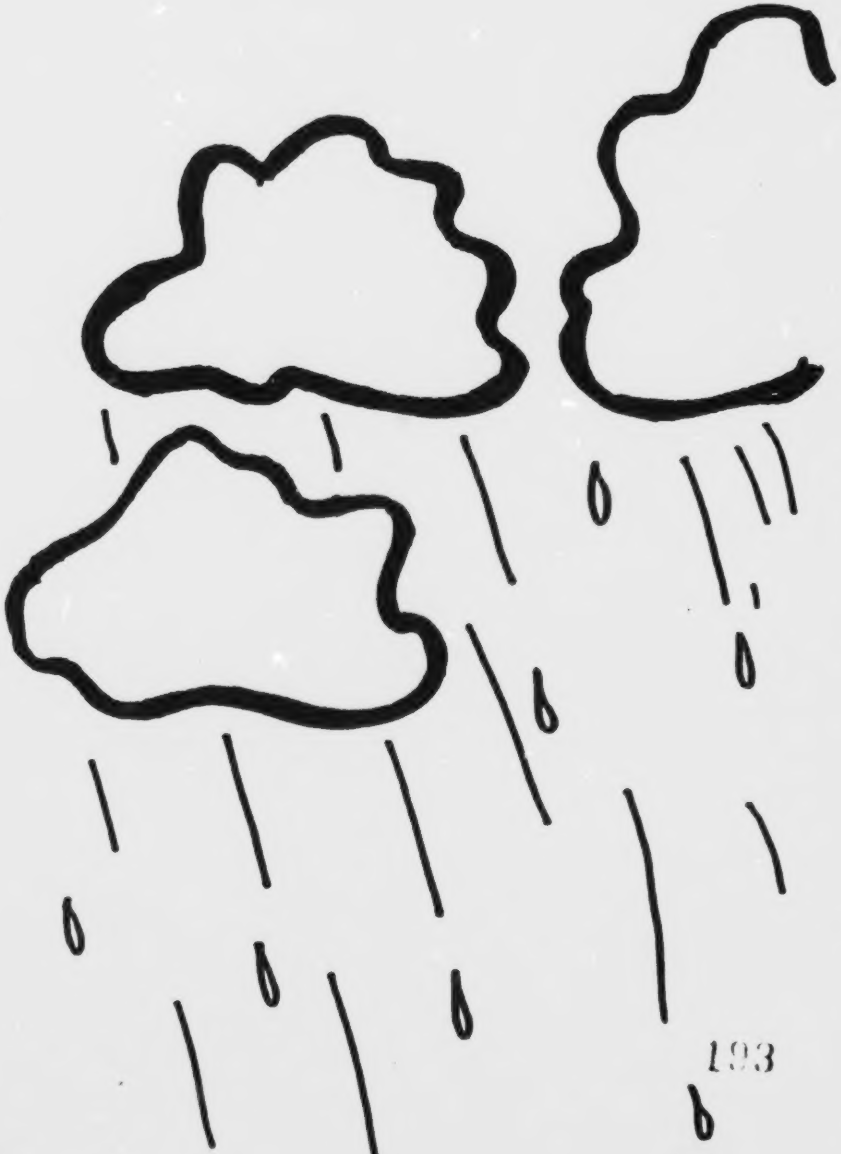

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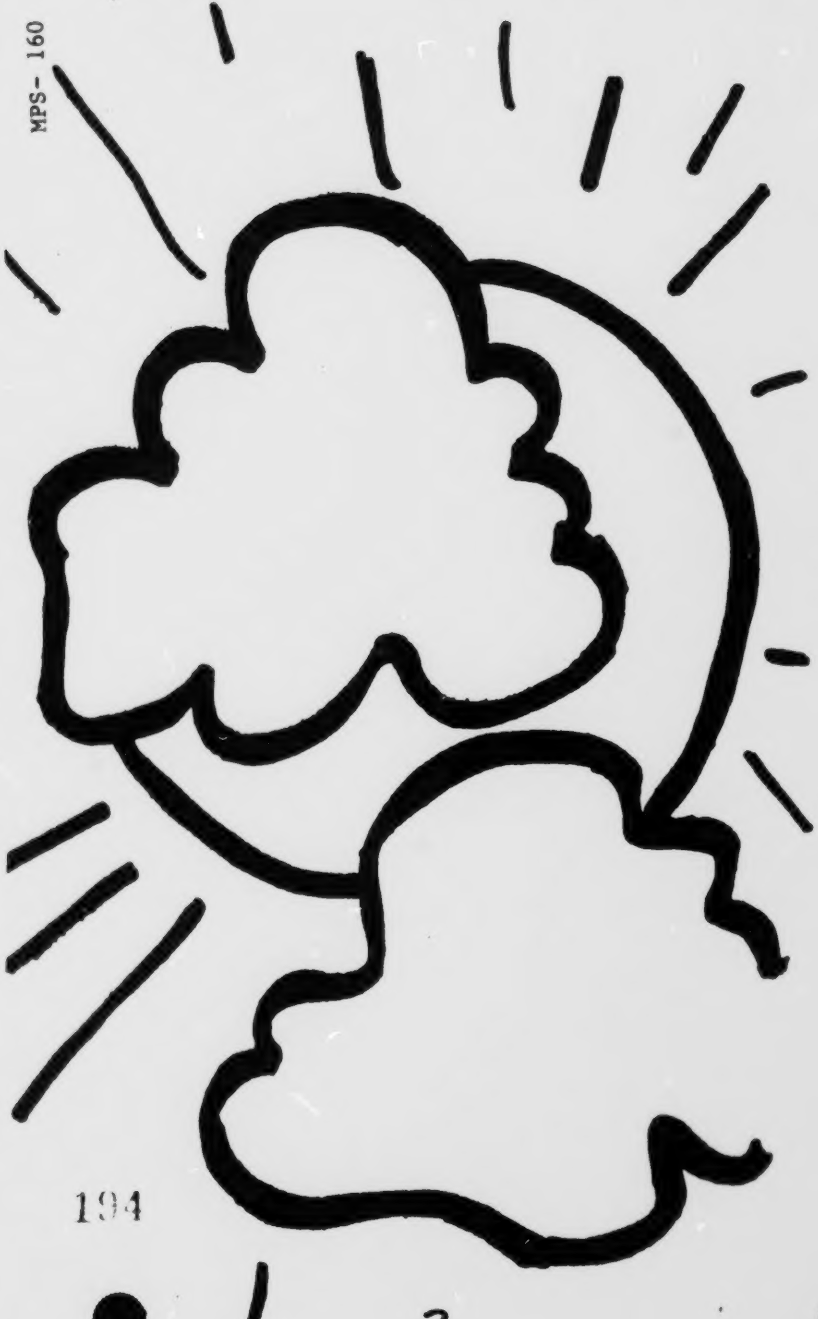

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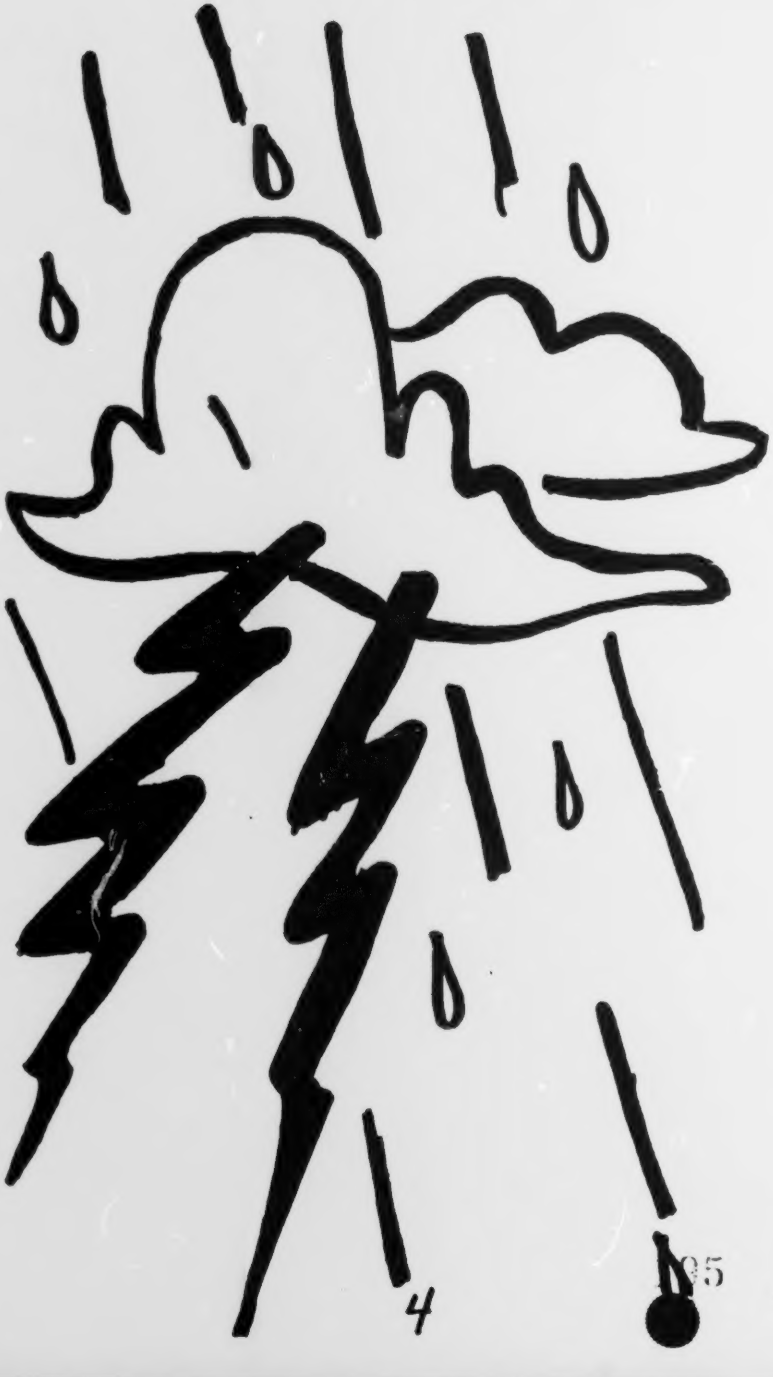

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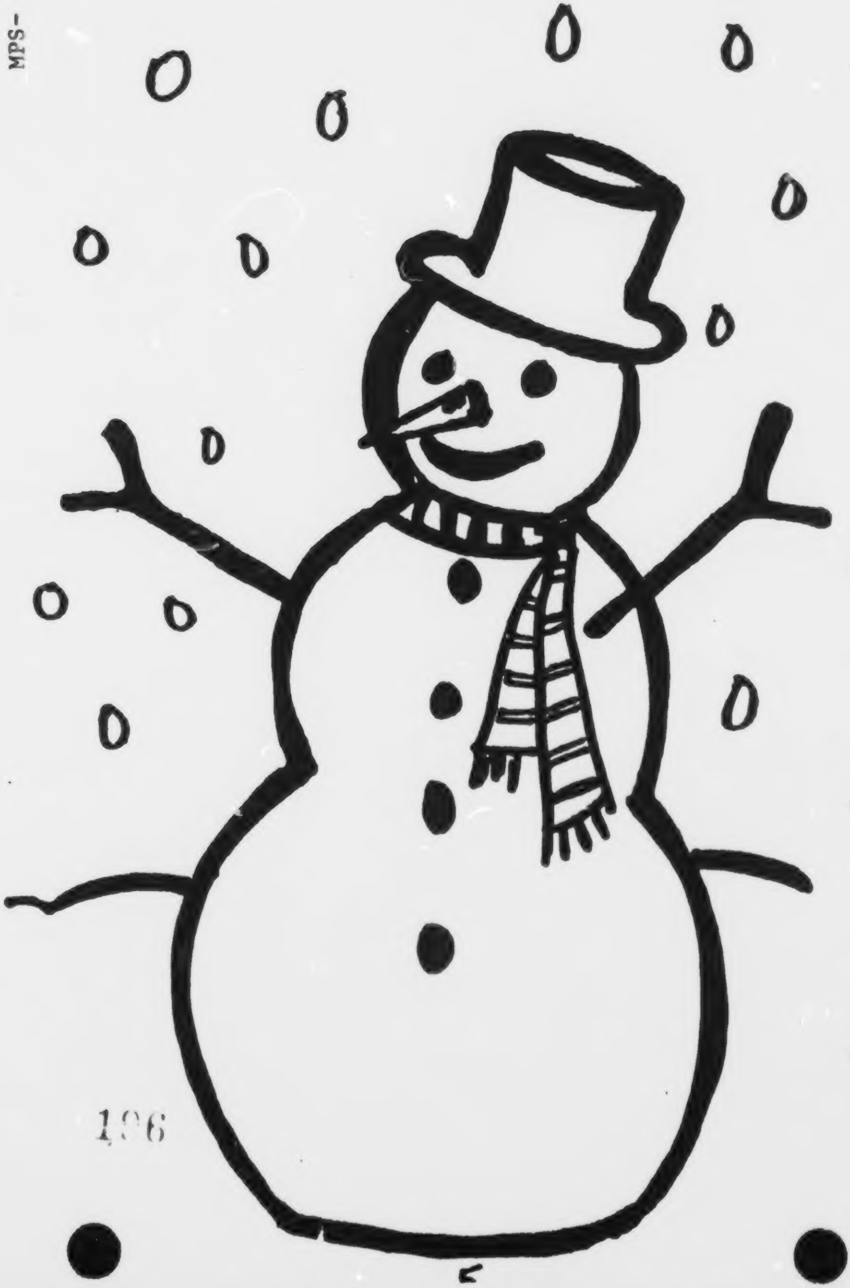

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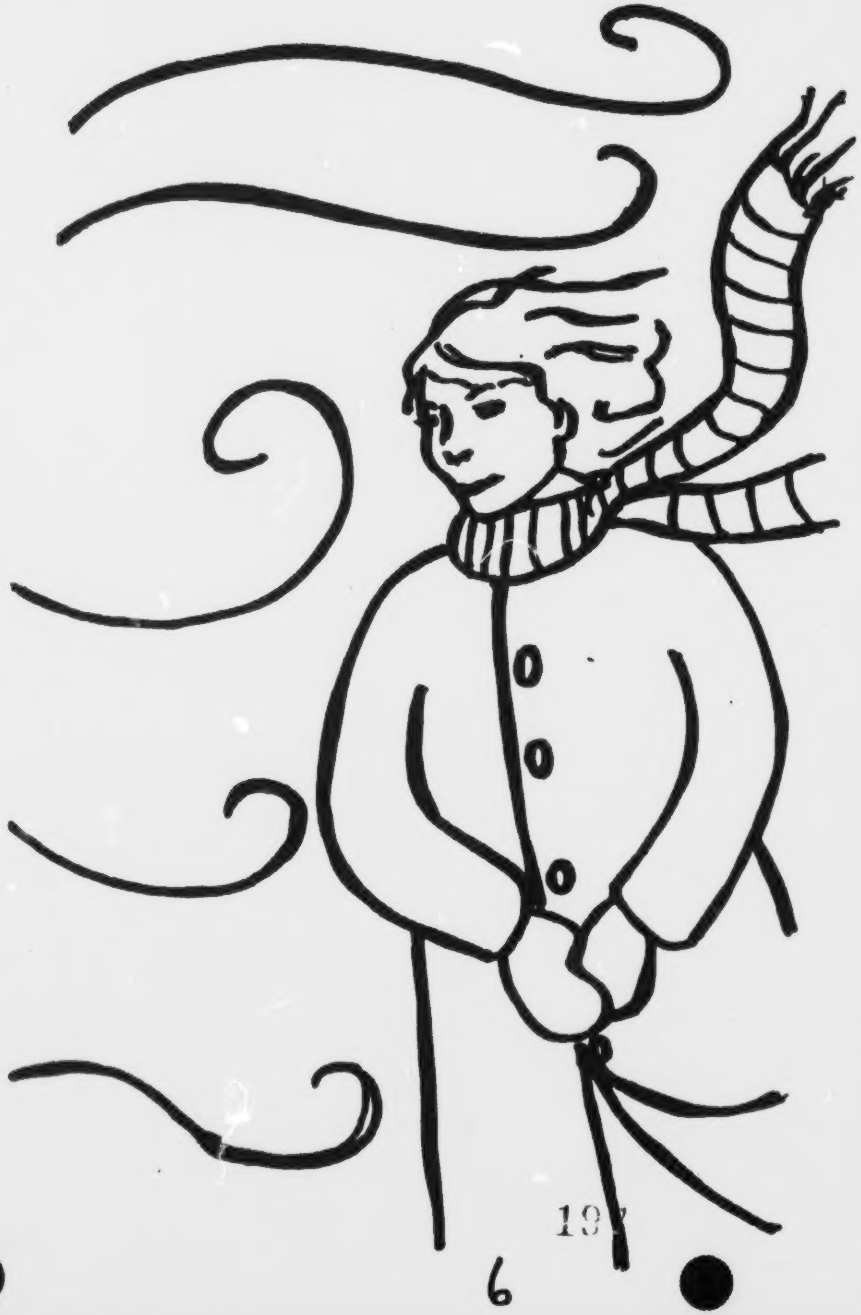

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## CLOWN VISUALS FOR ACTION VERBS

(See Page 11 for List of Verbs)

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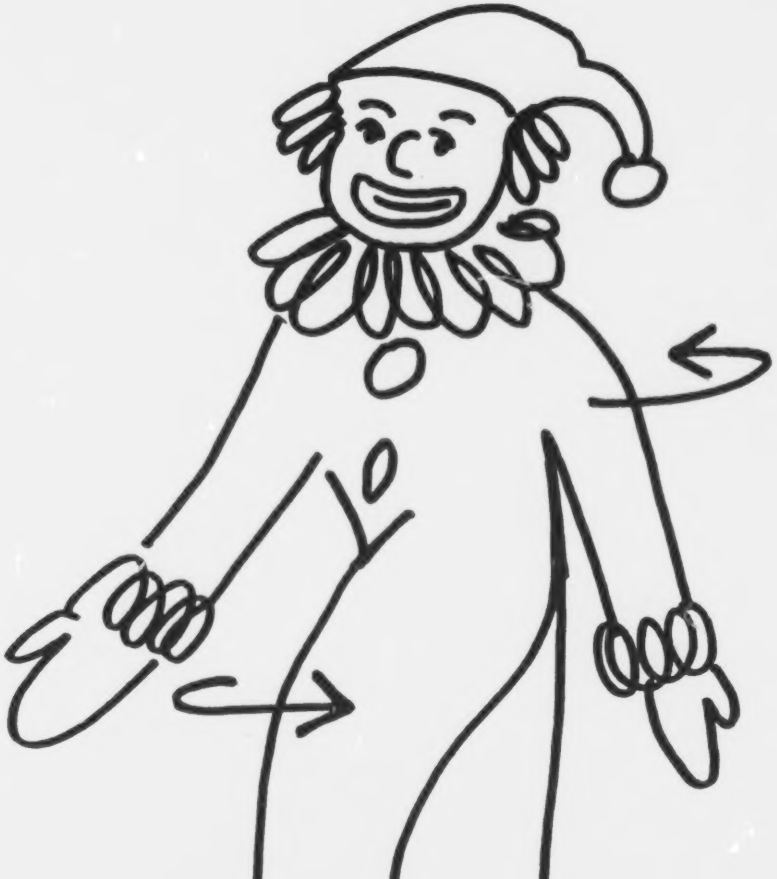

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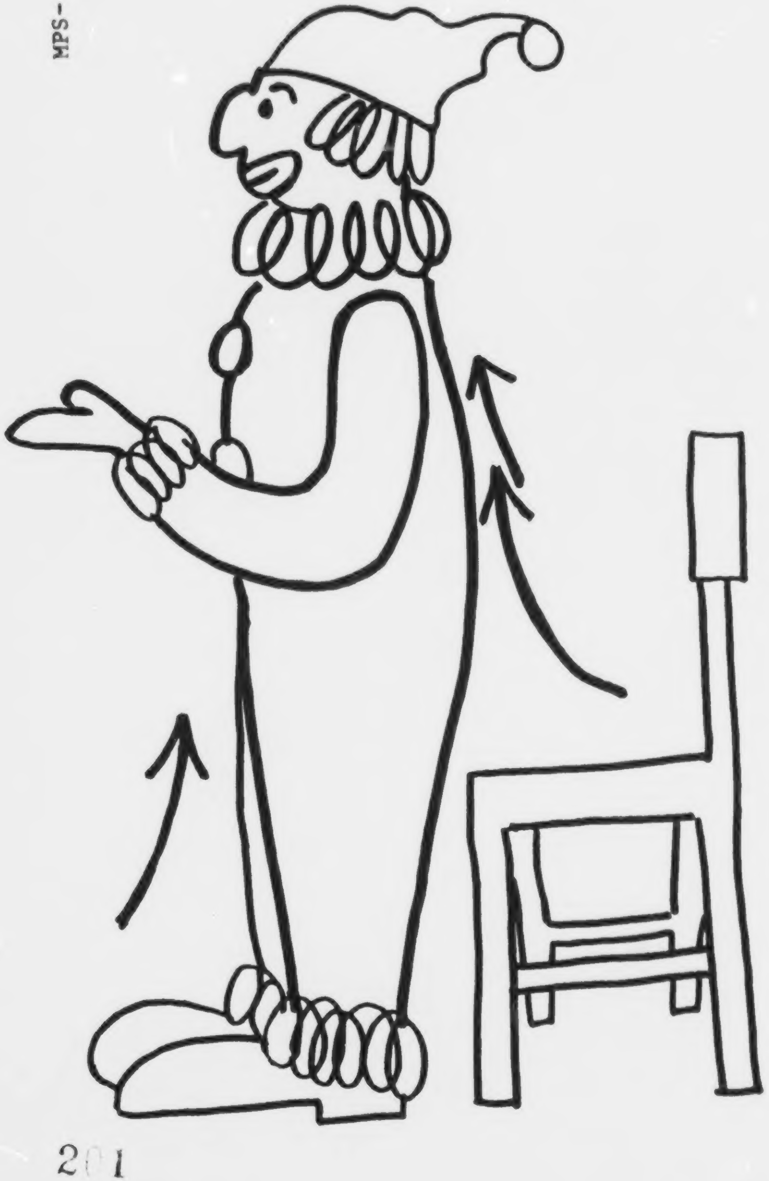

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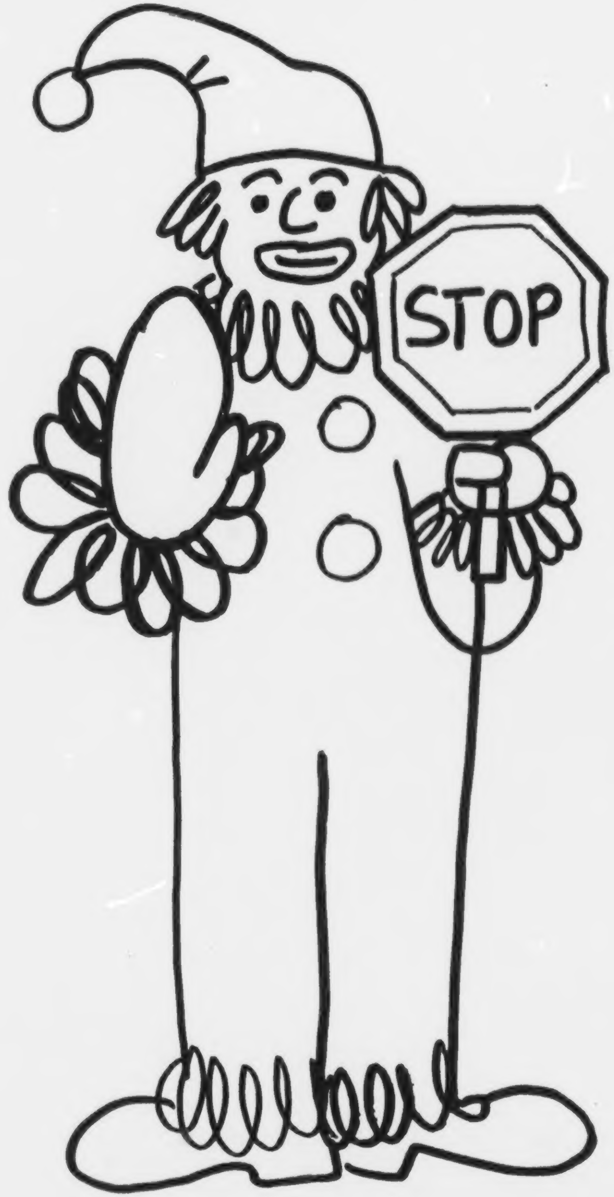

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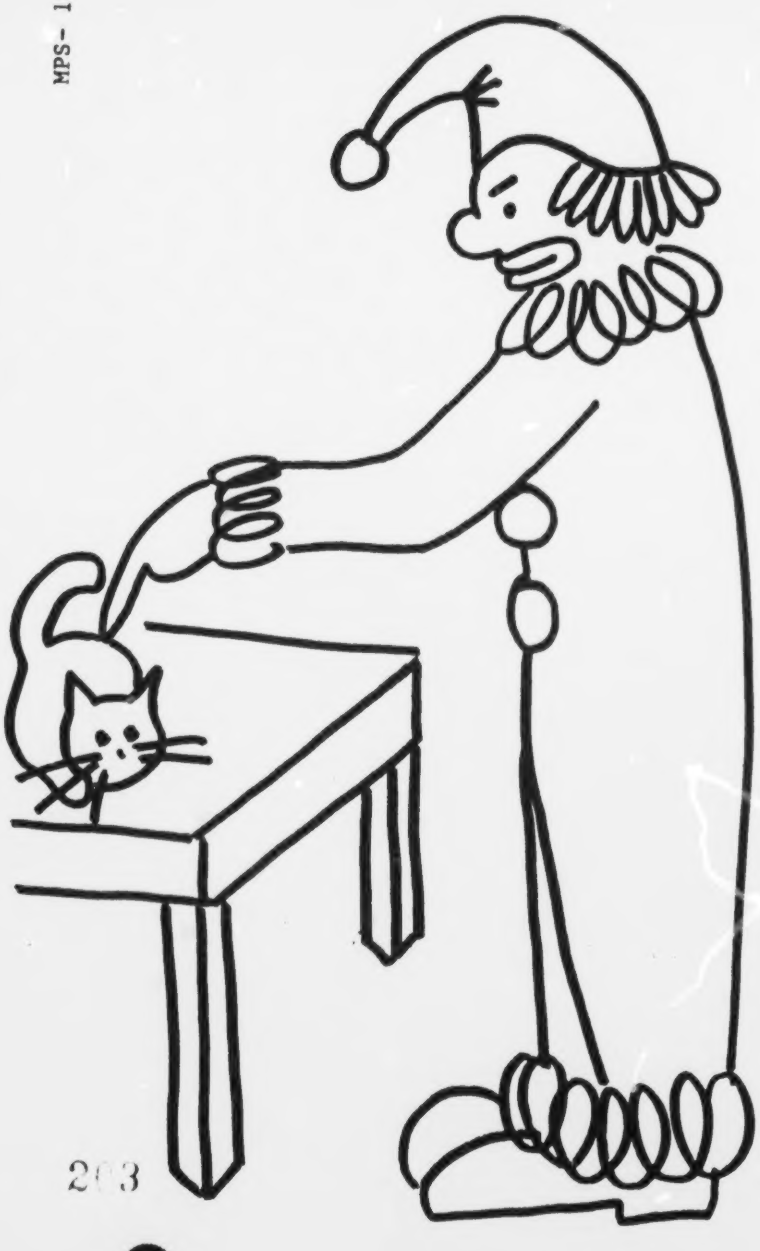
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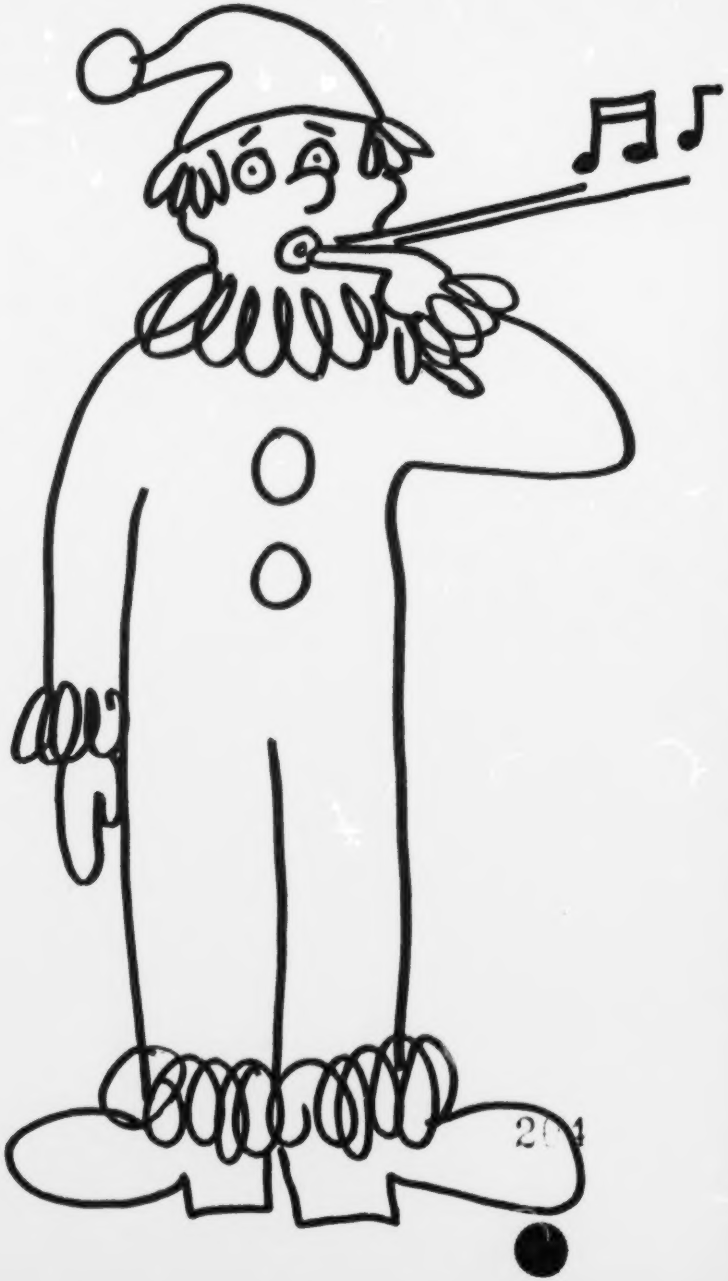
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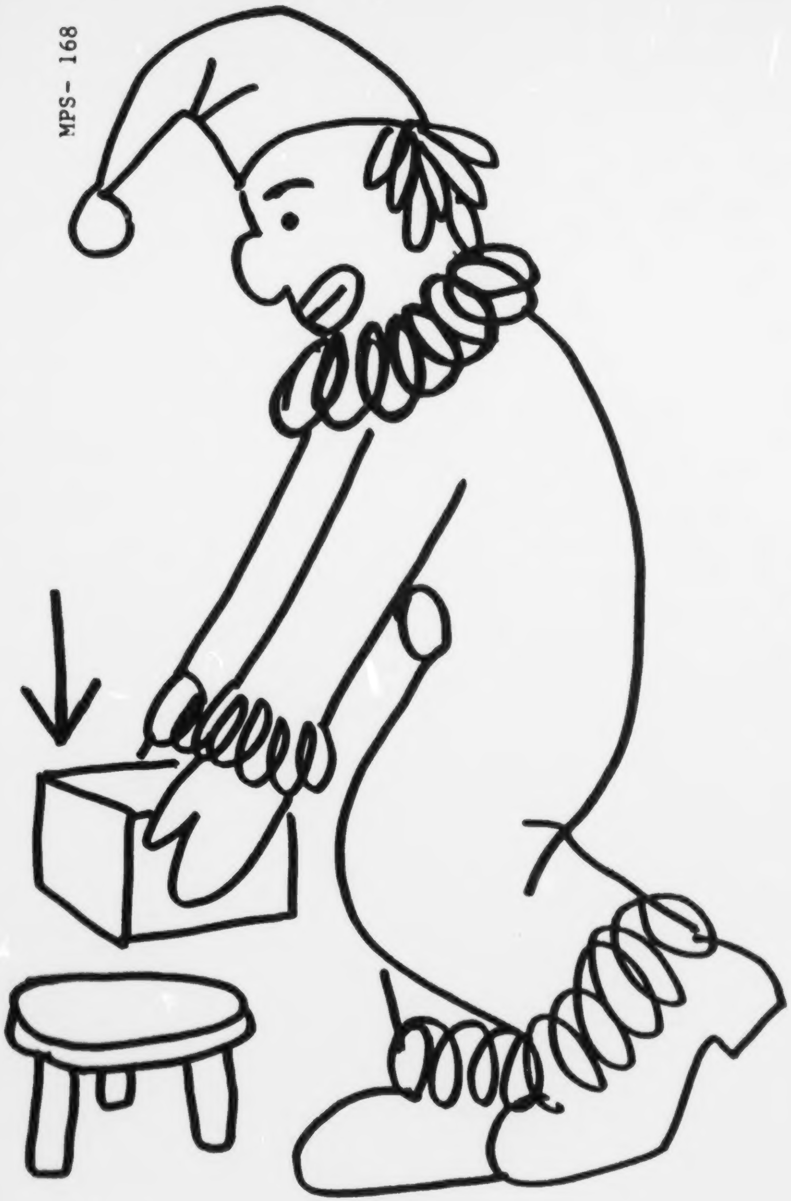

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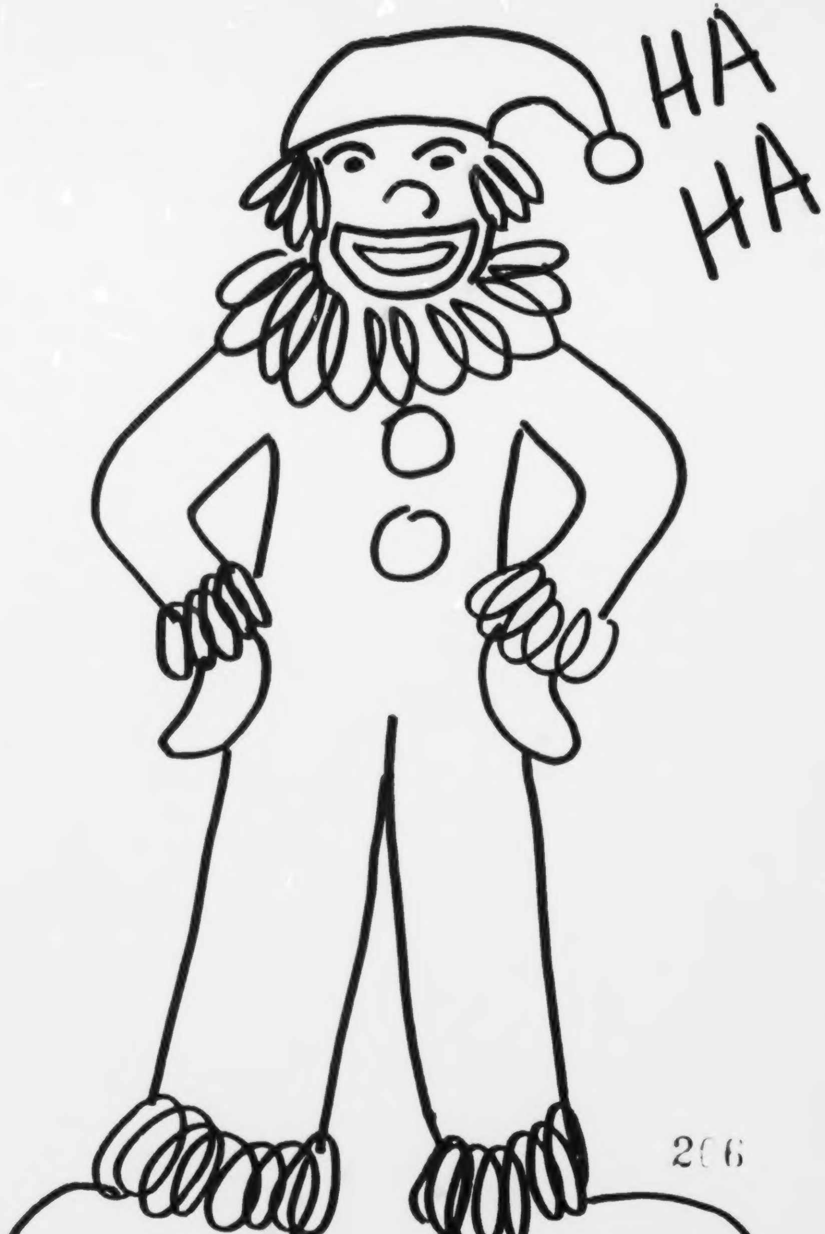

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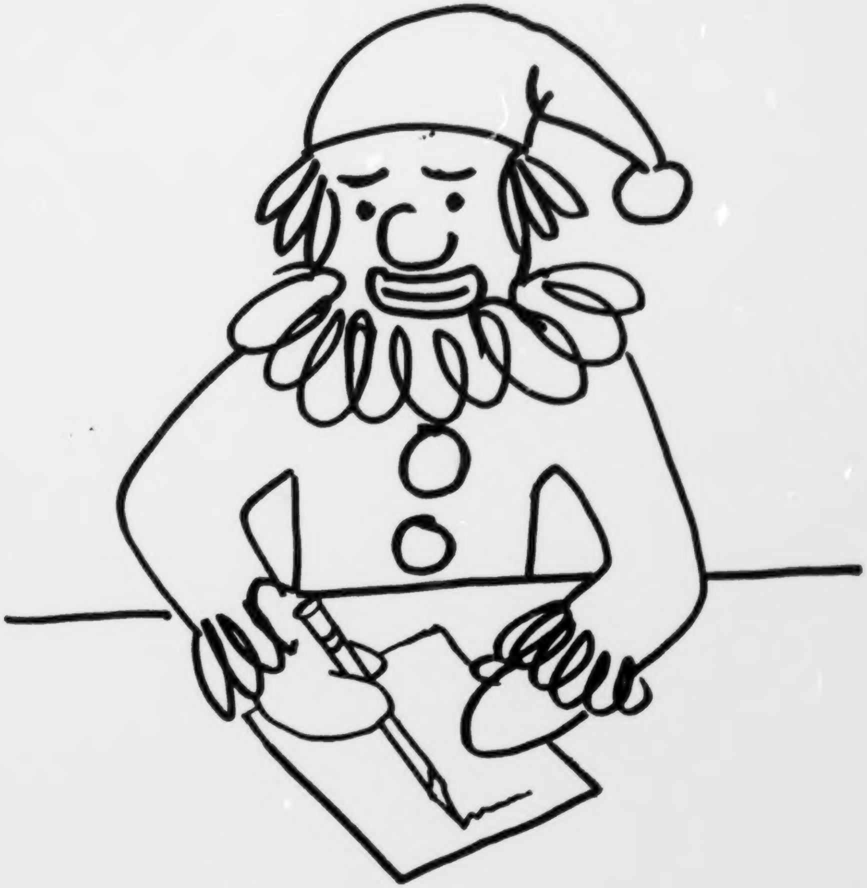

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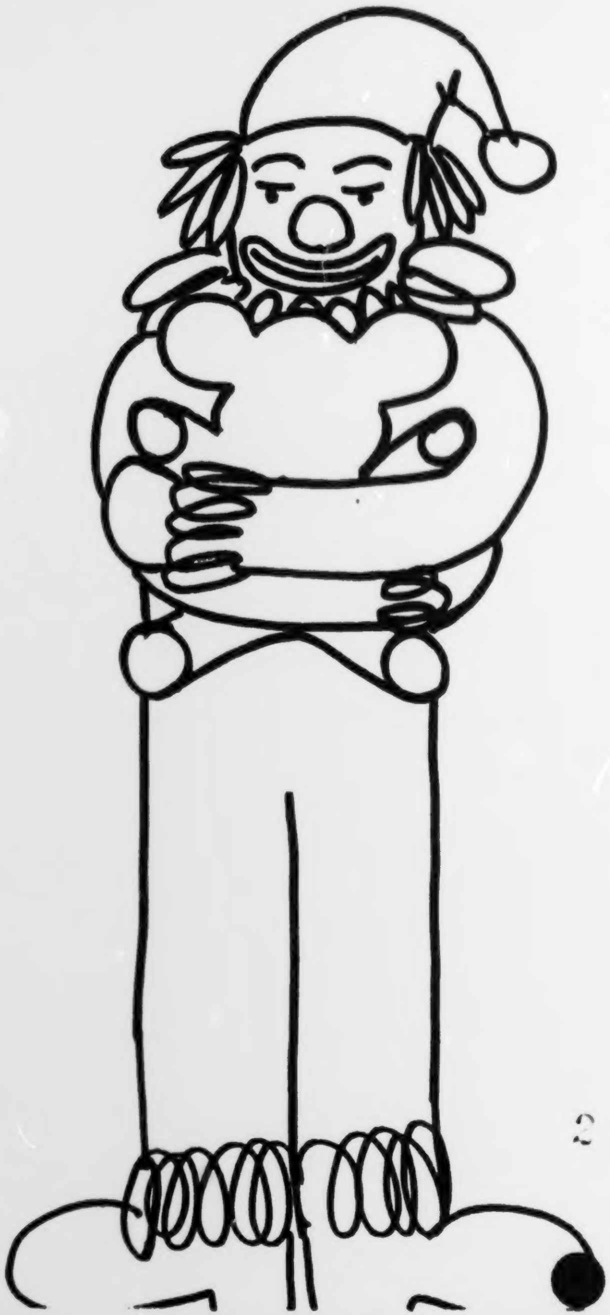

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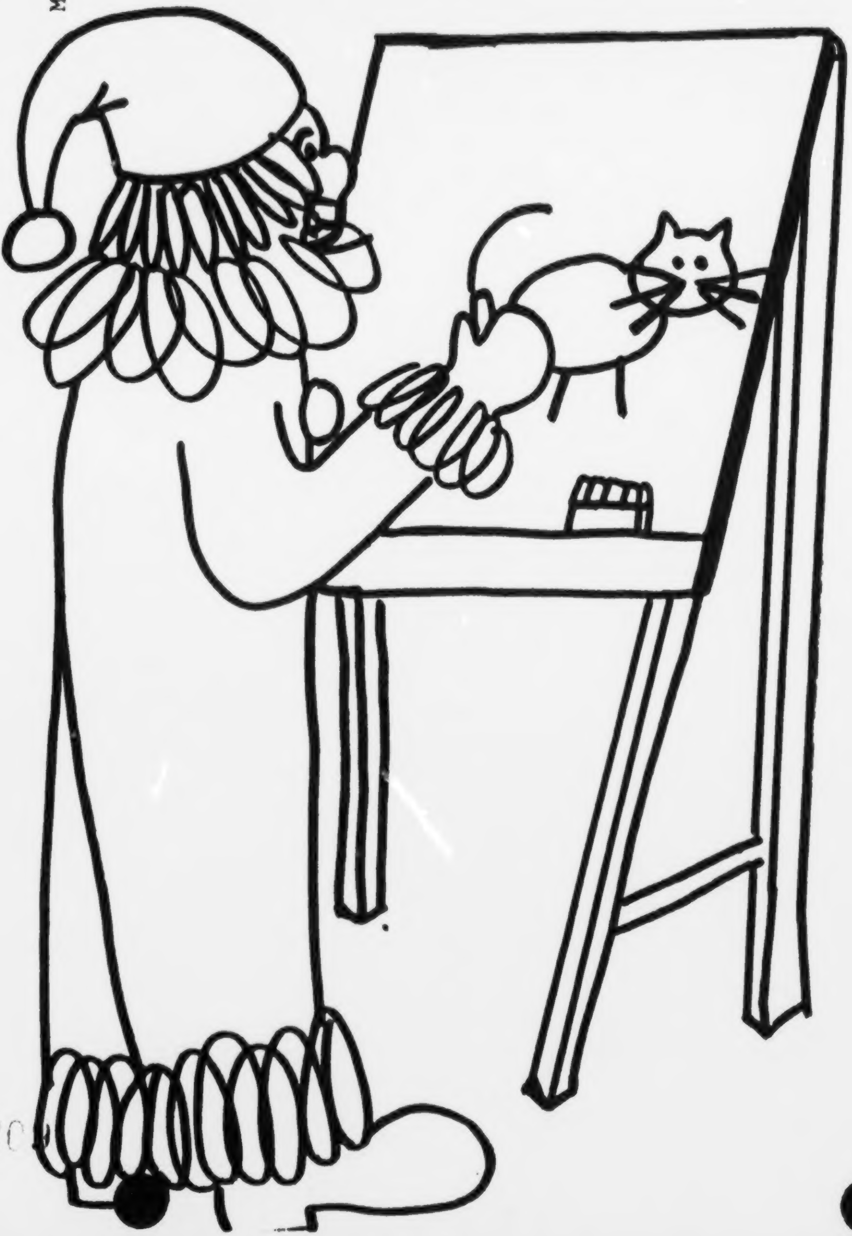

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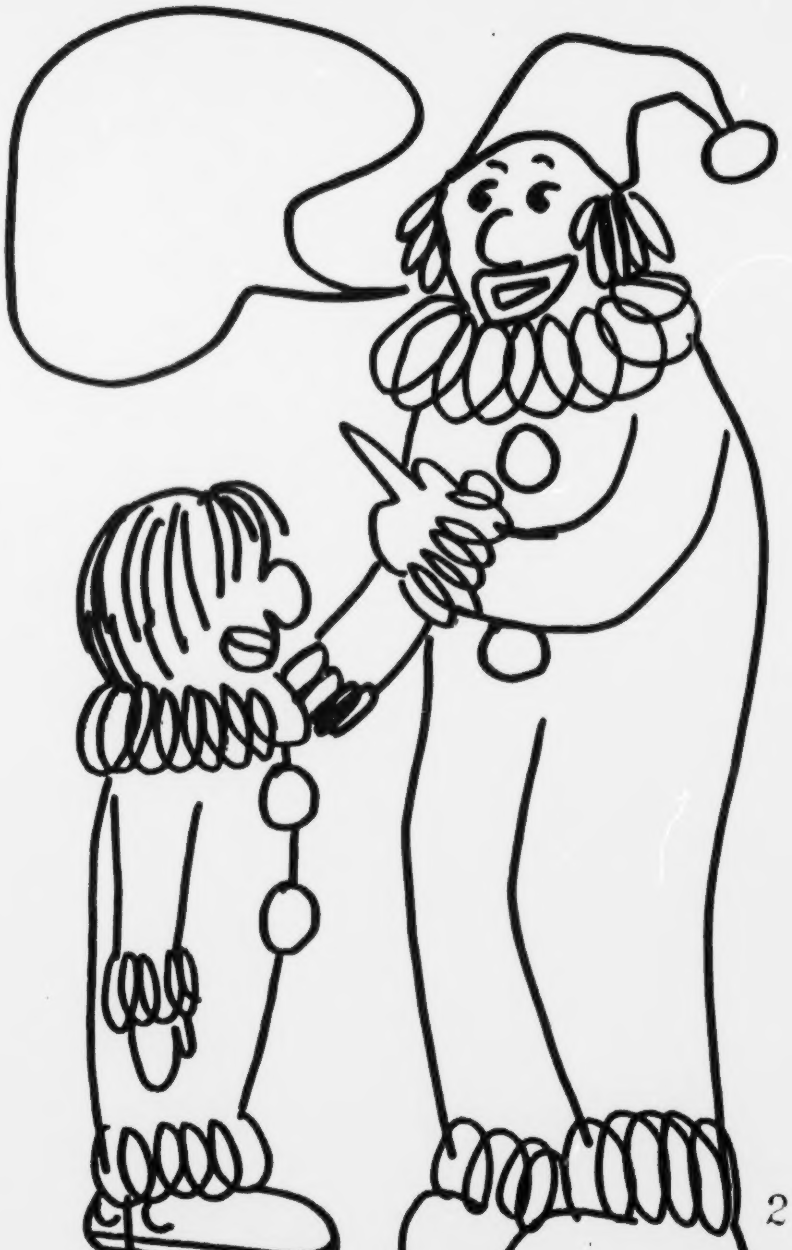

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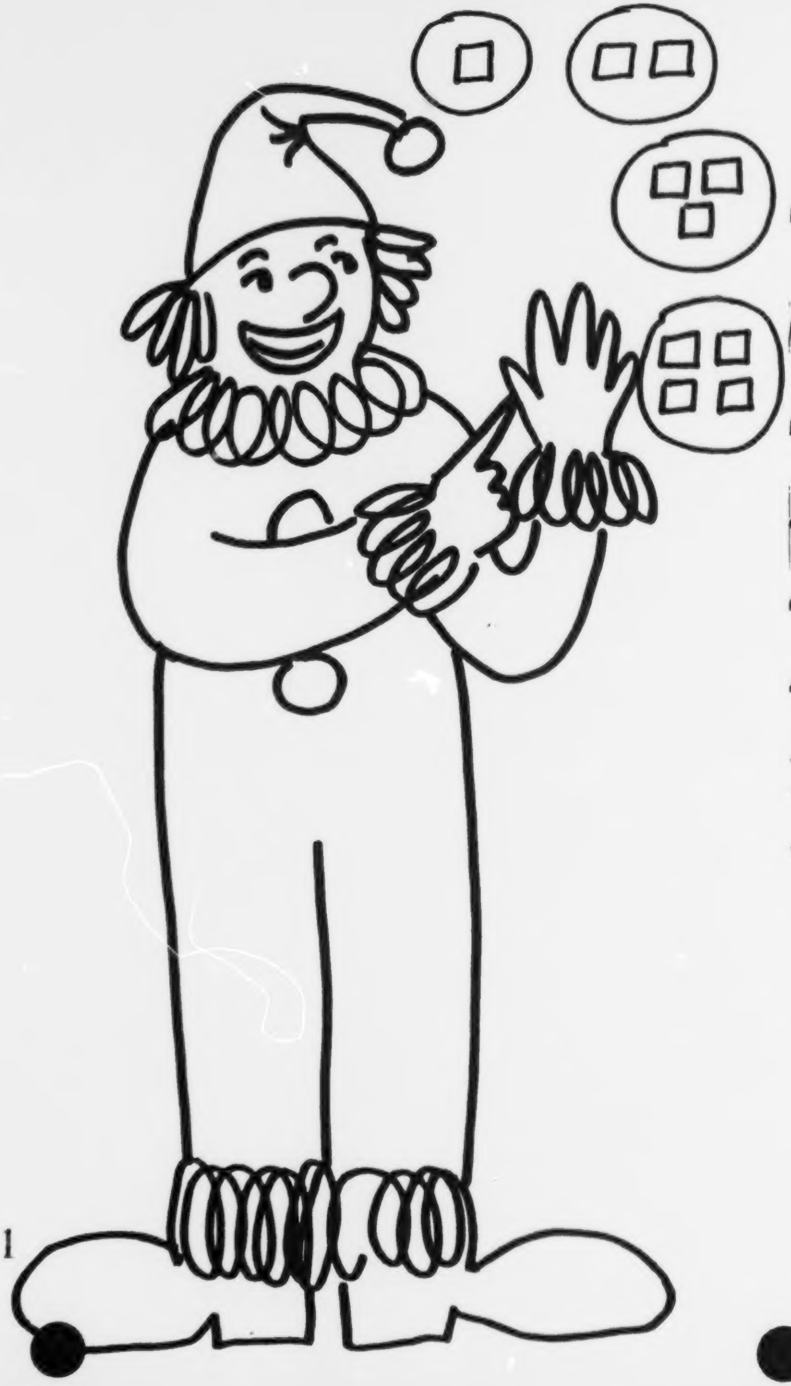

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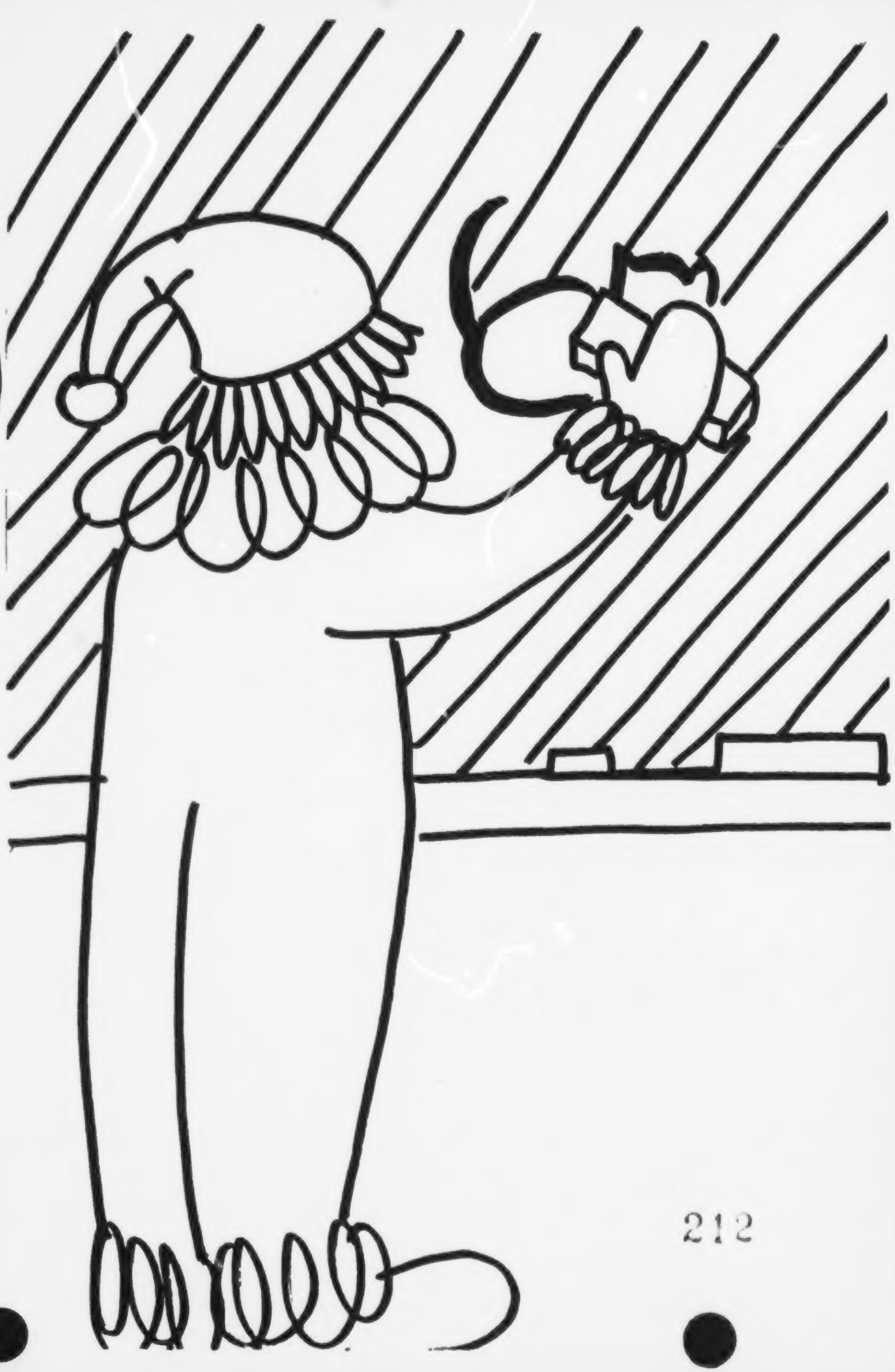

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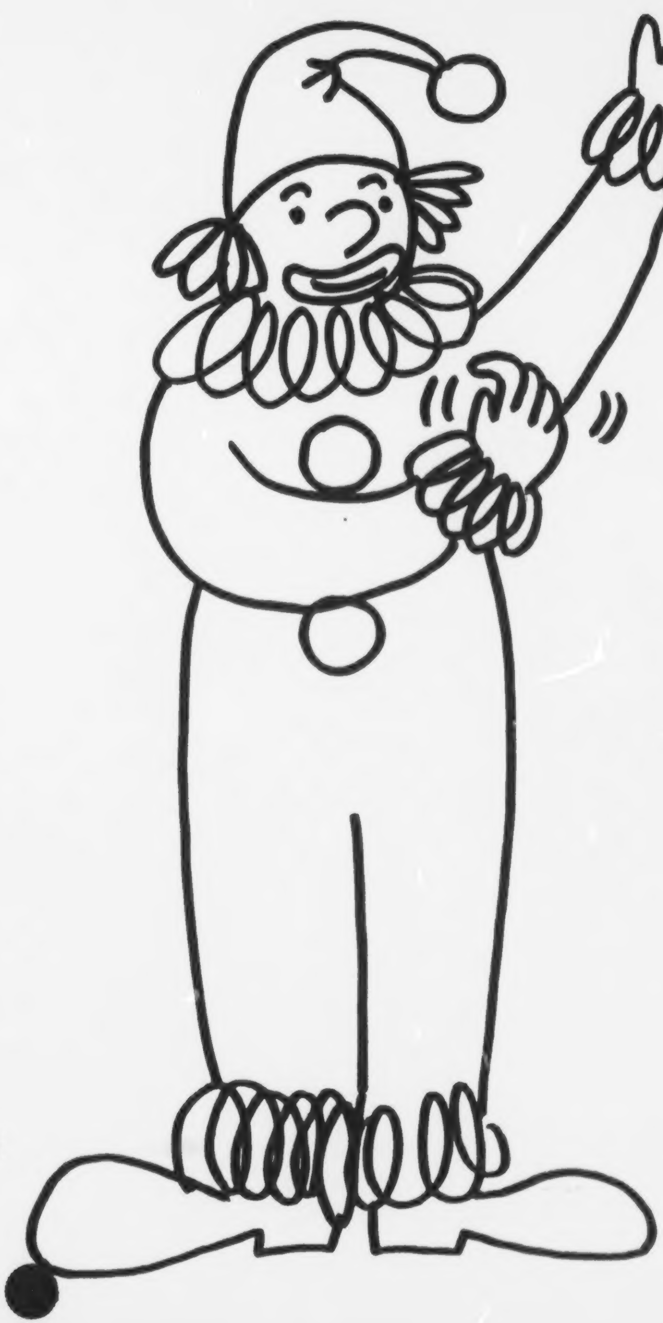

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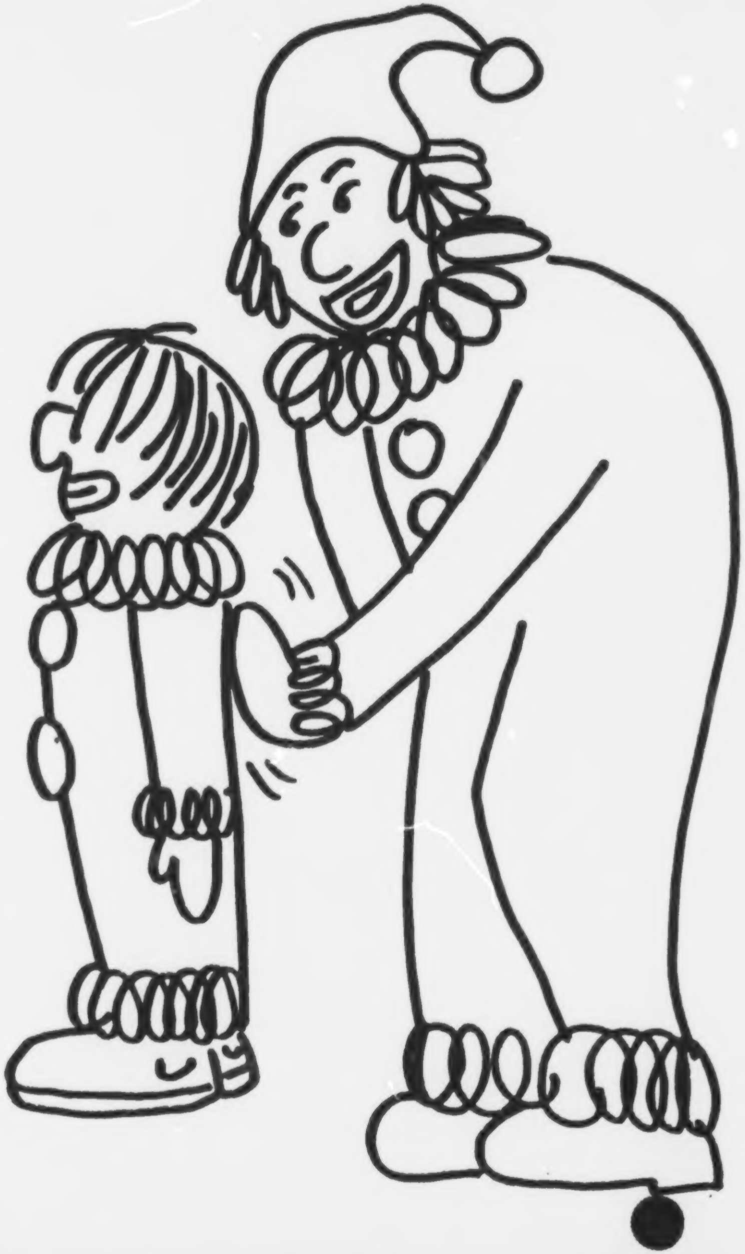

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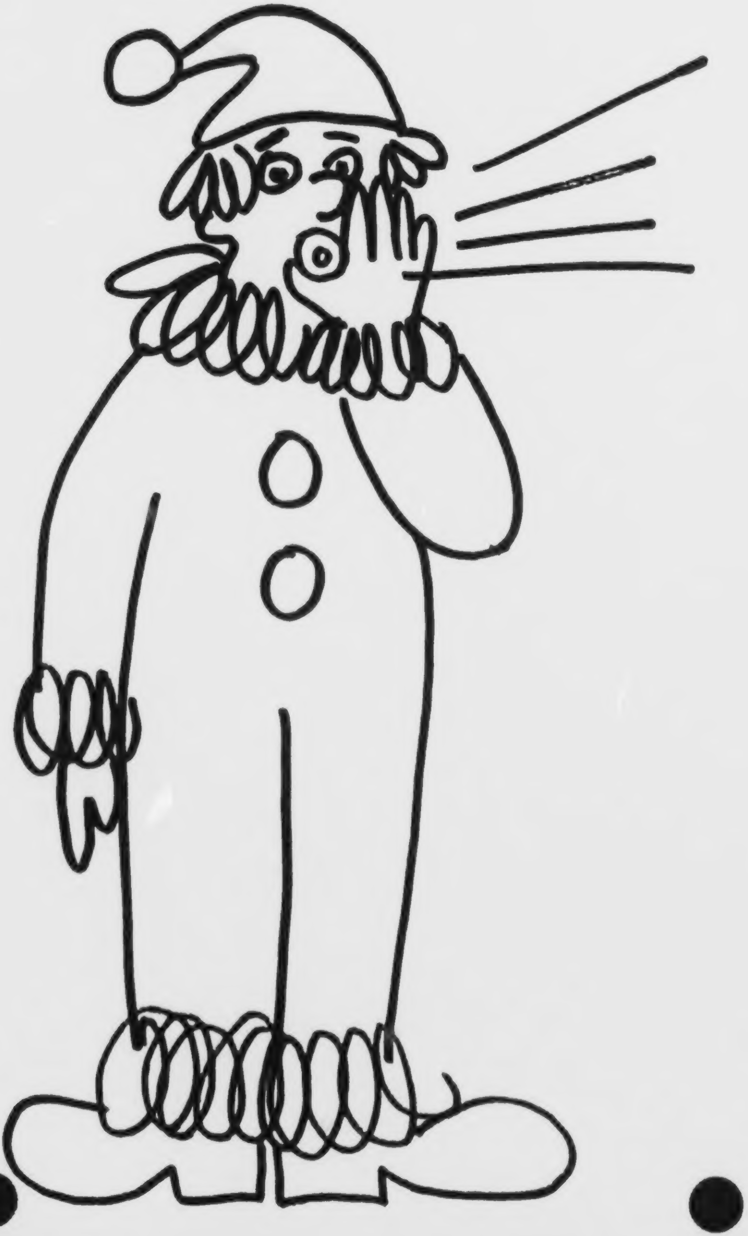

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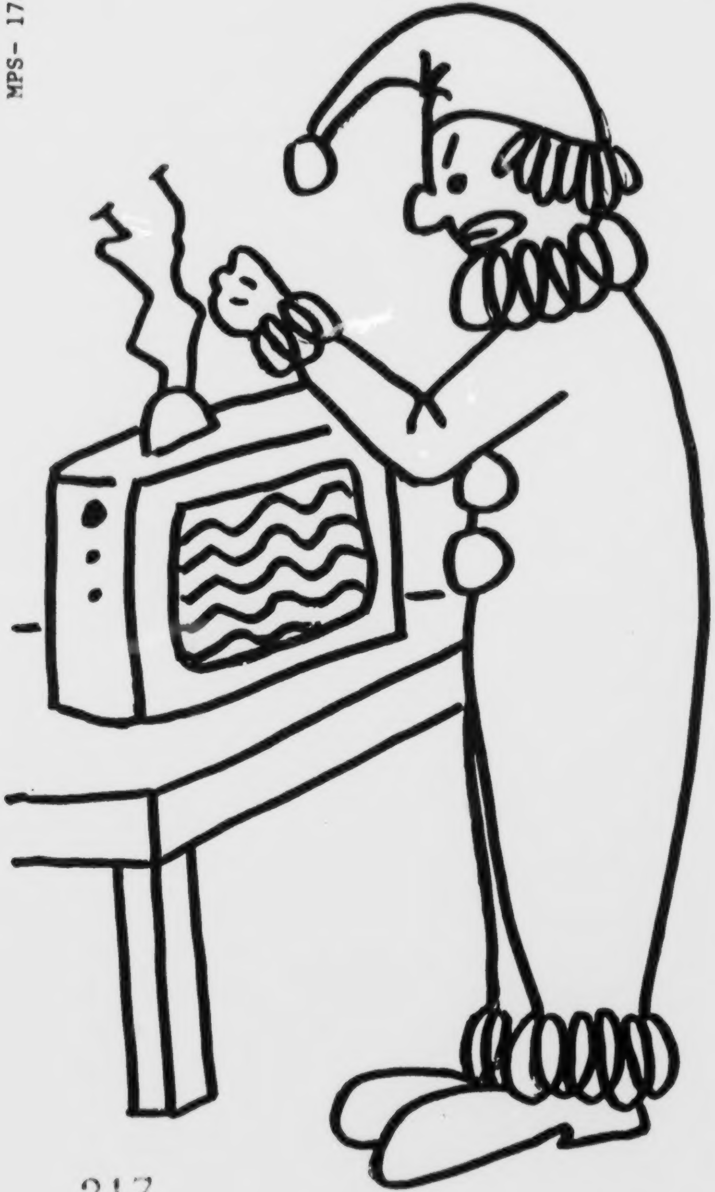

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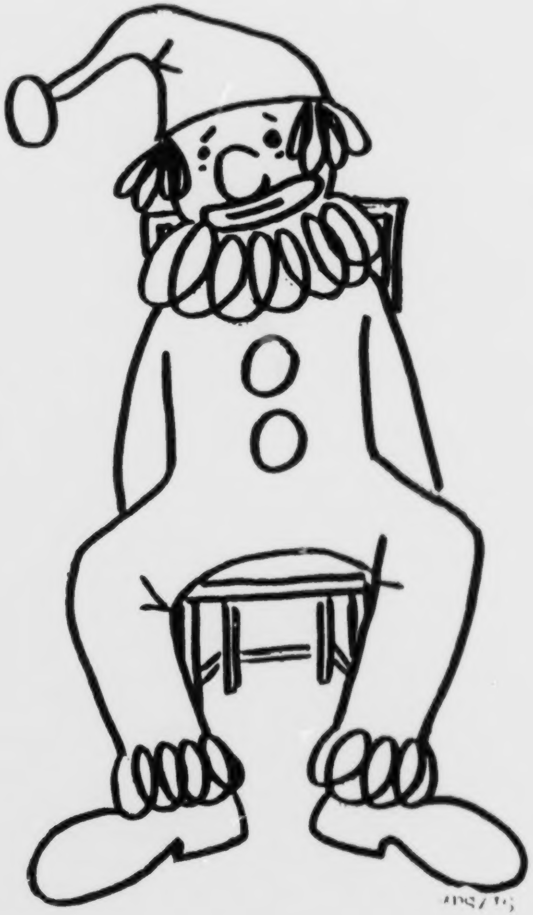

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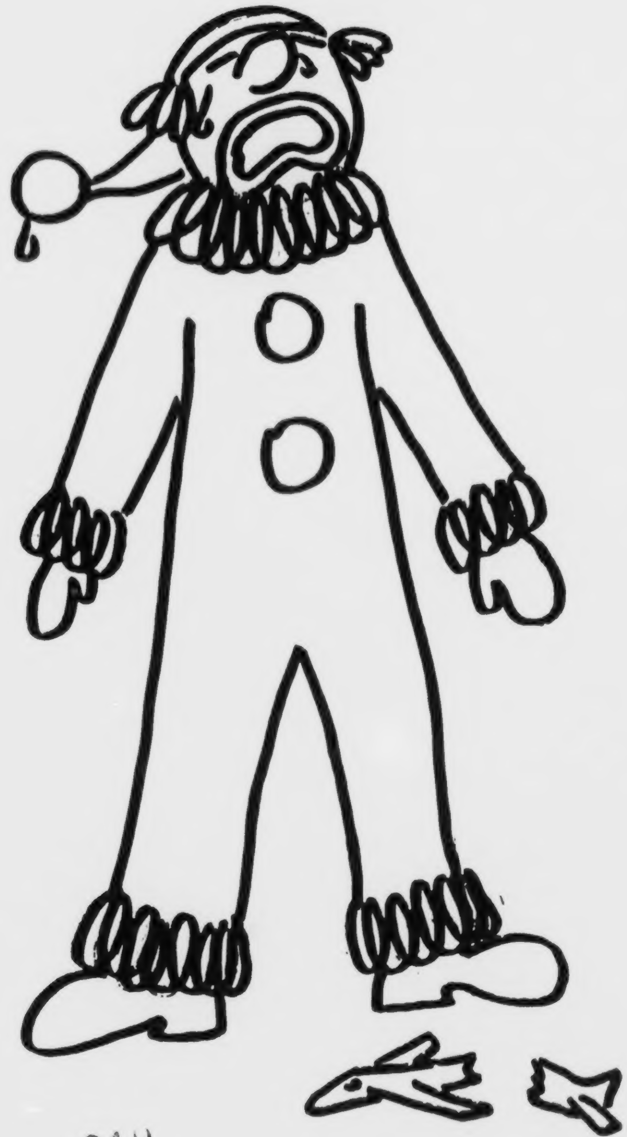

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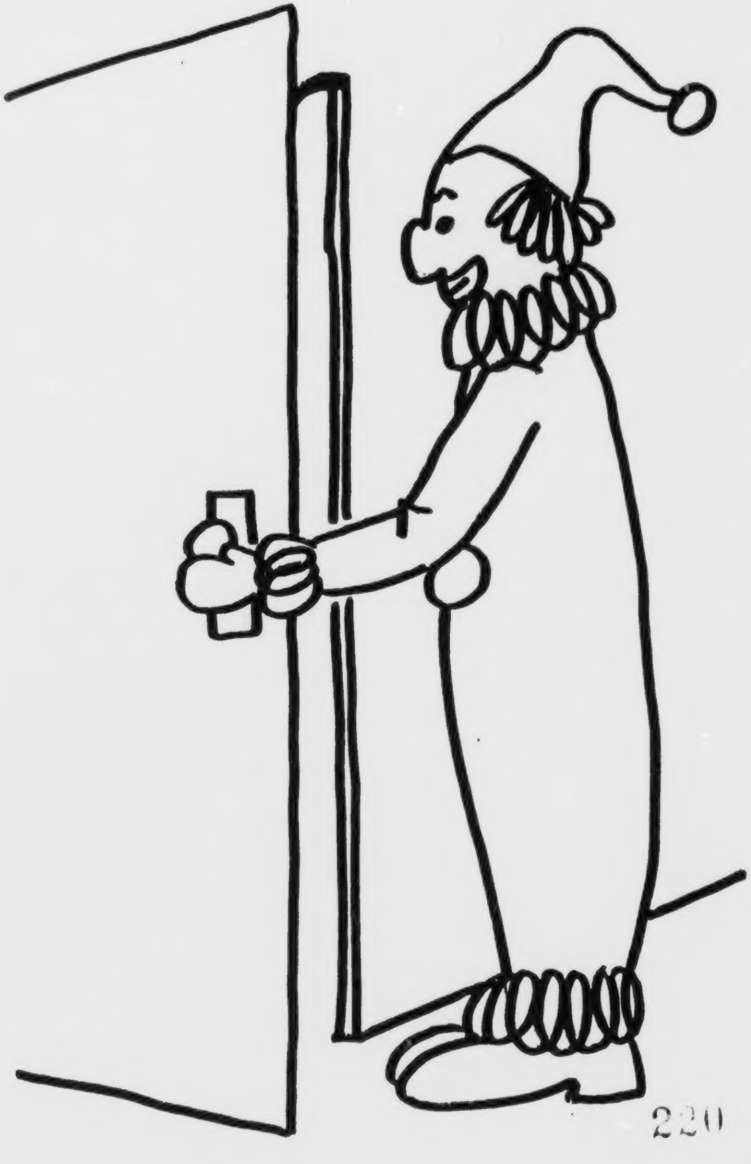

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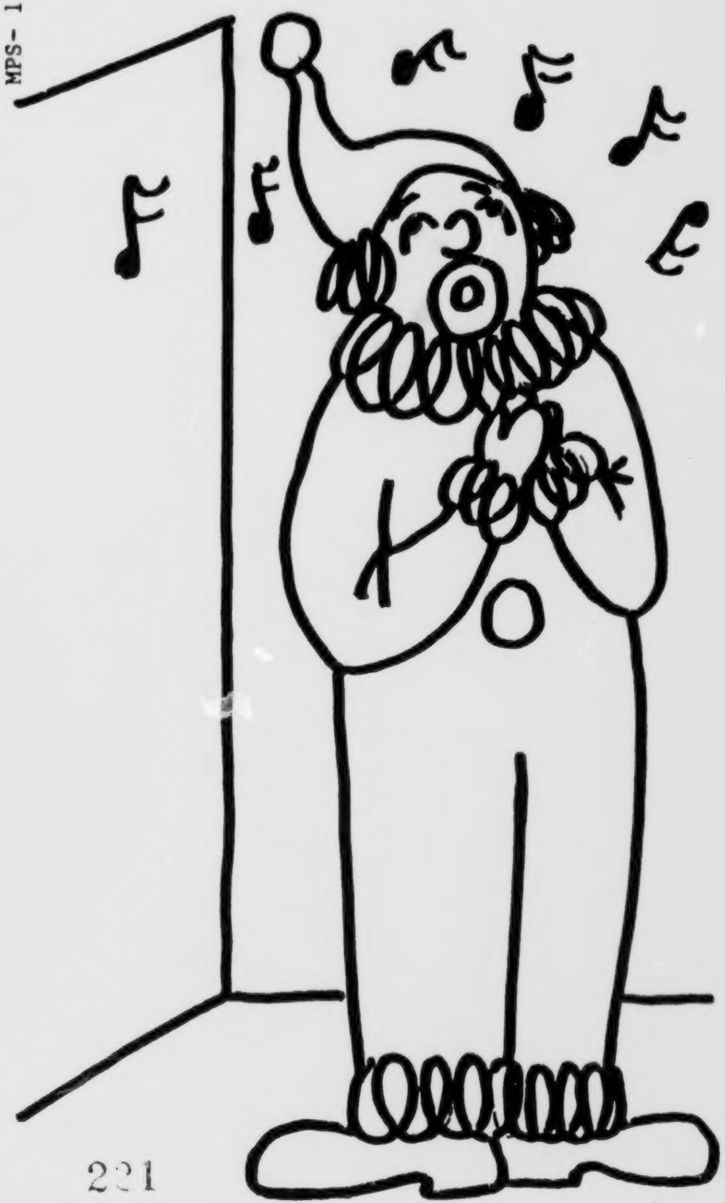

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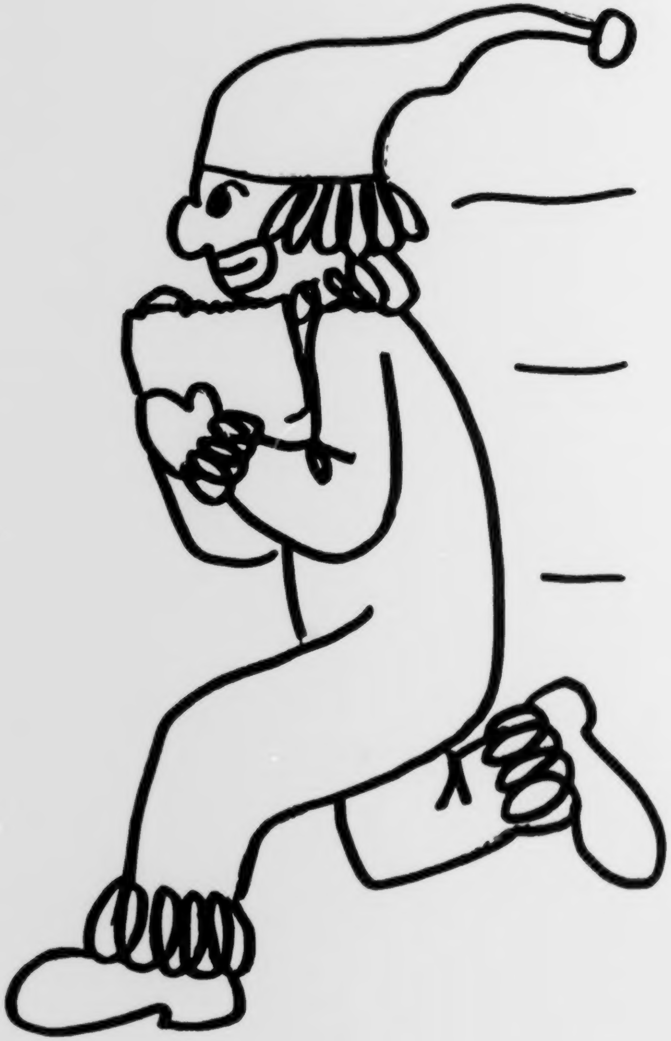

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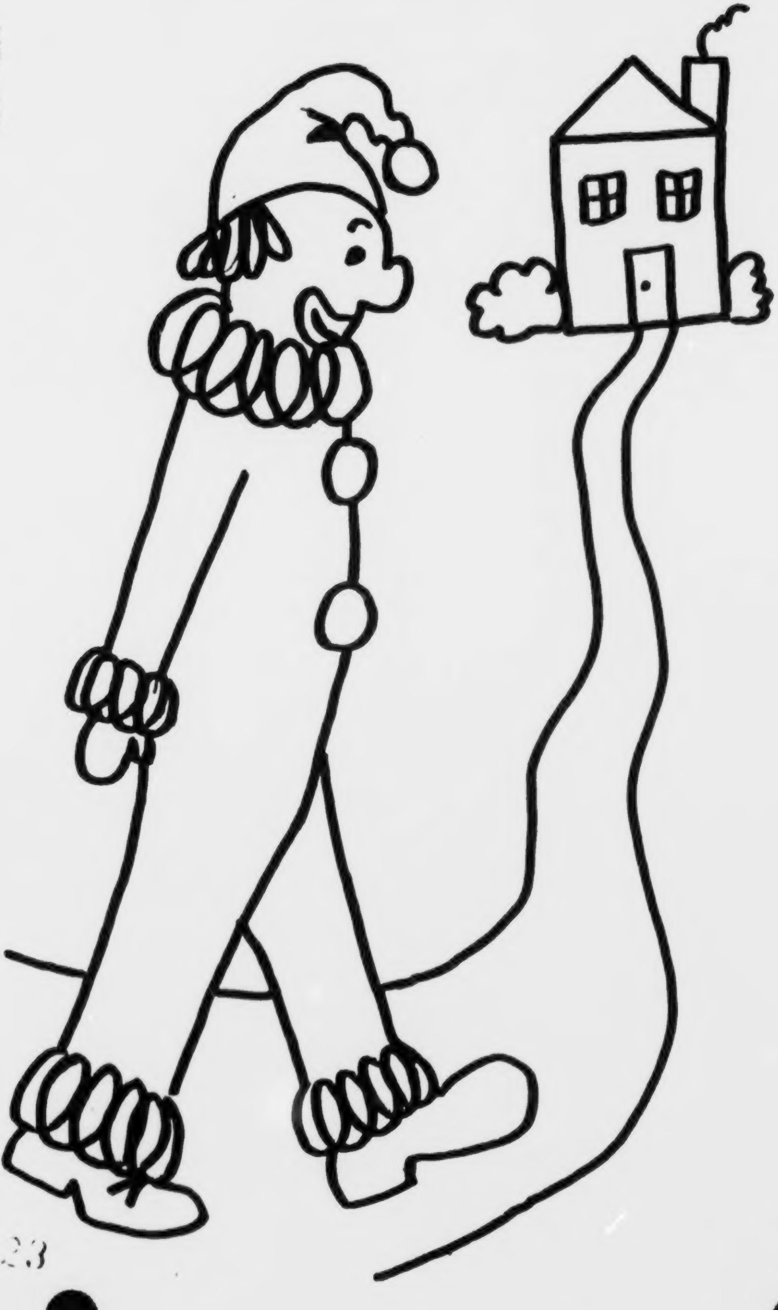

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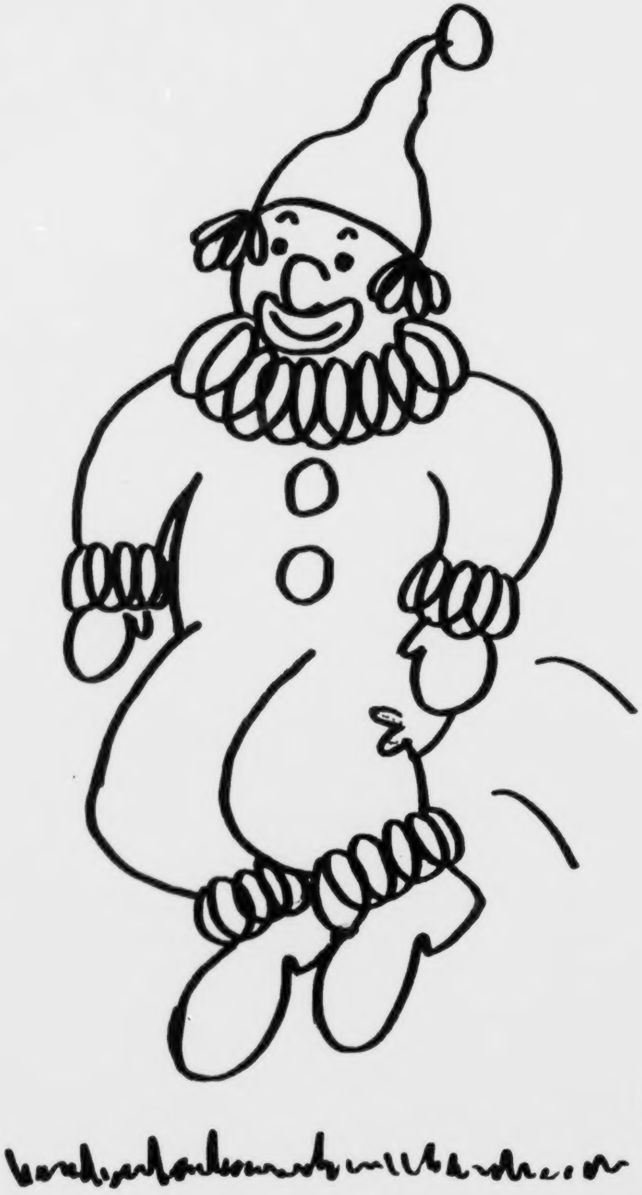

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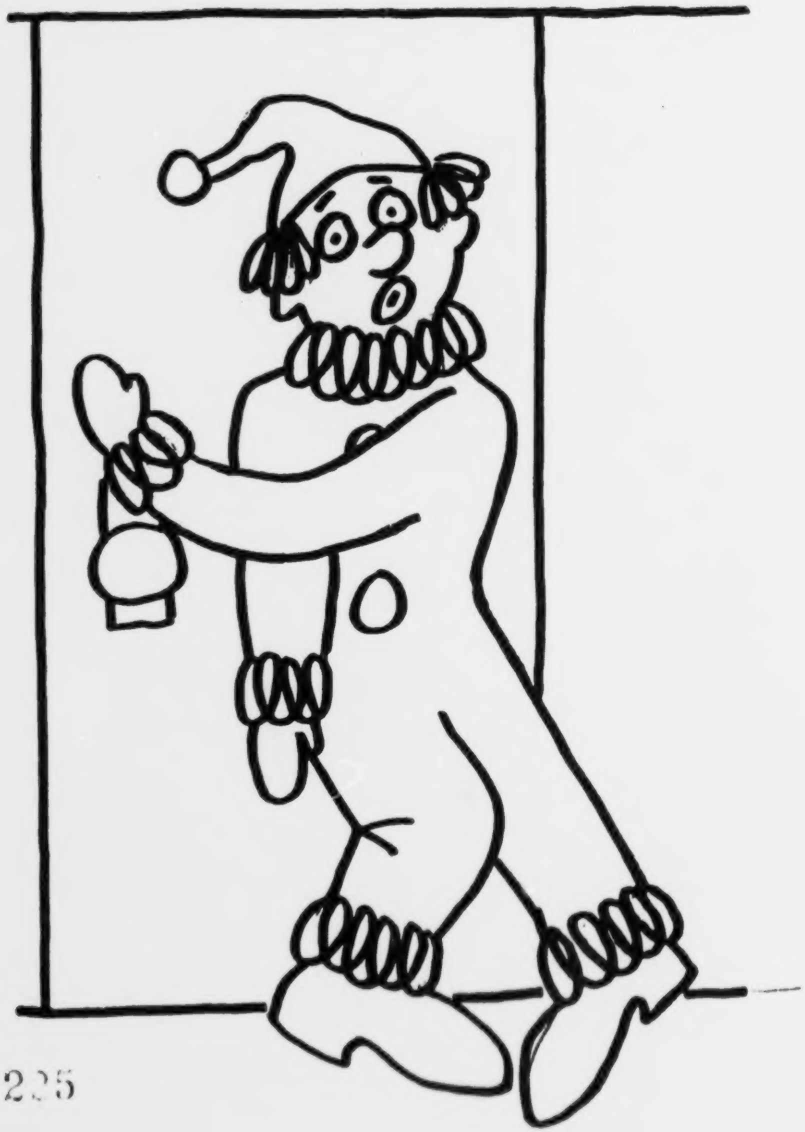

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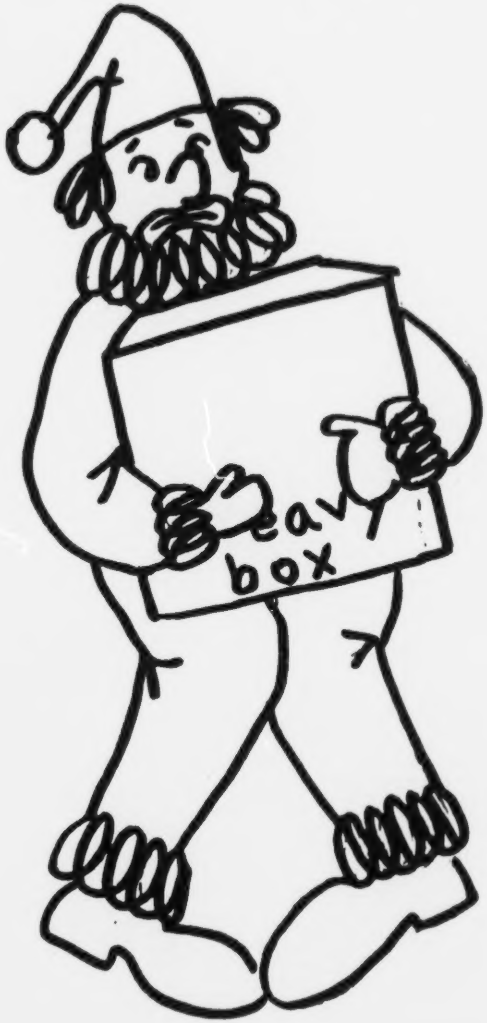

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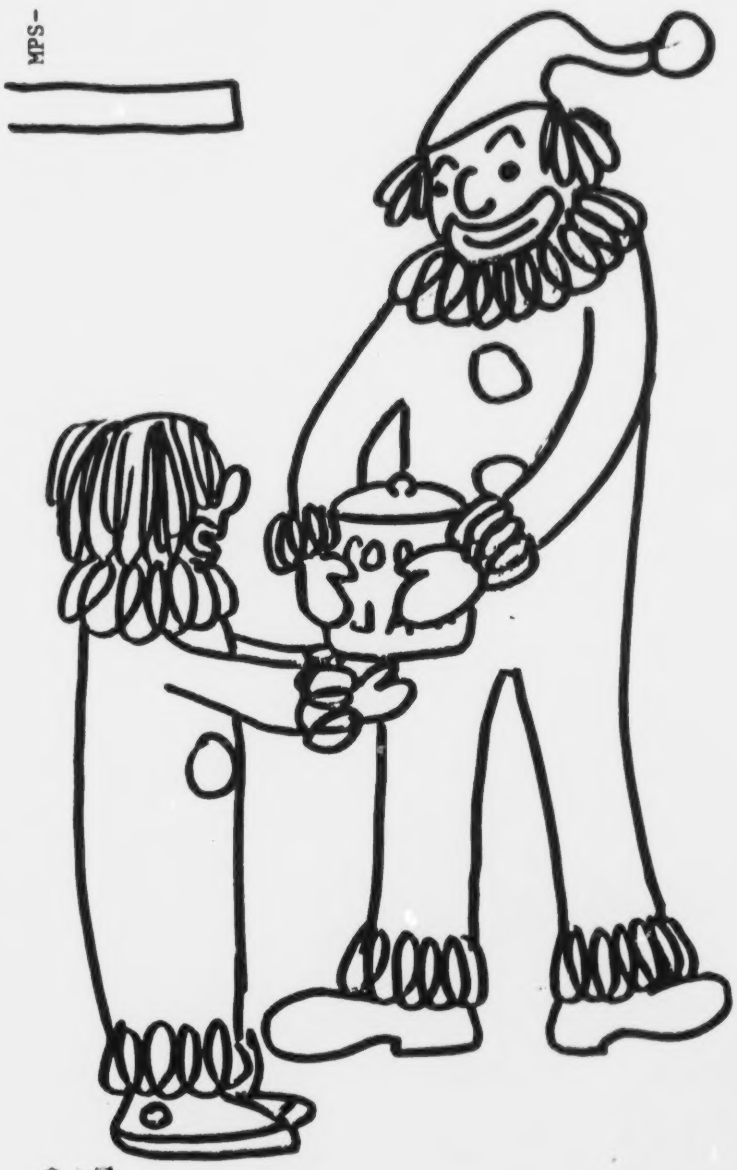

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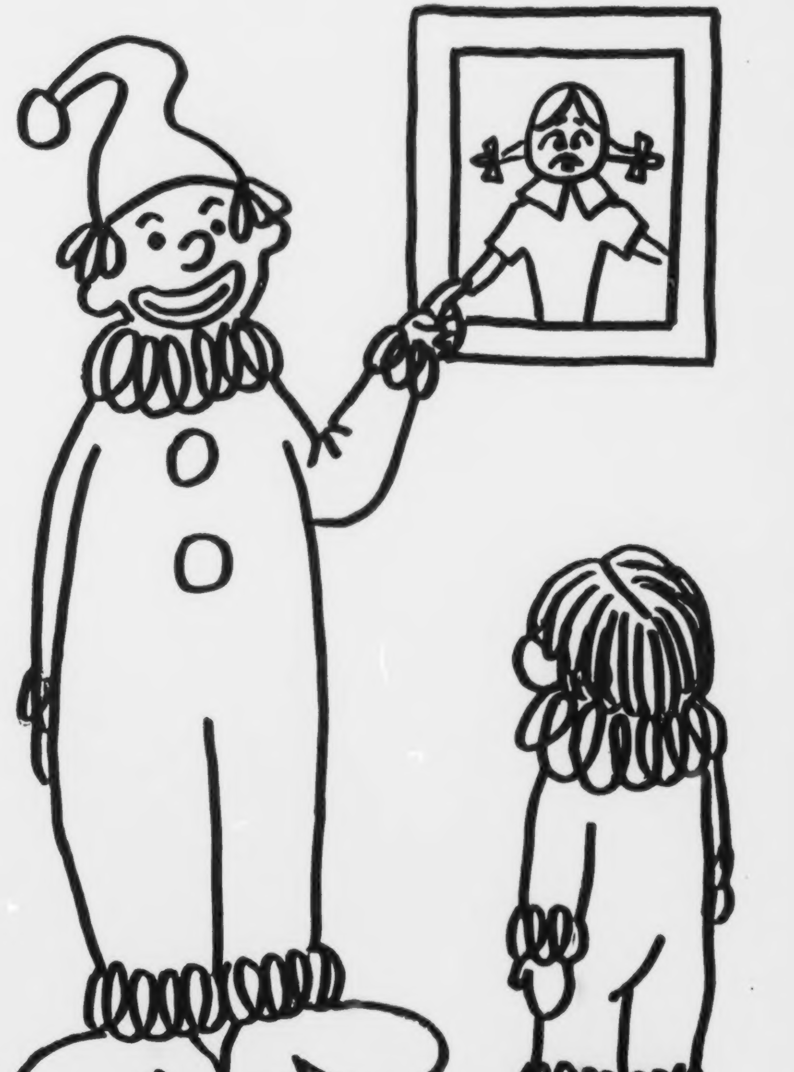

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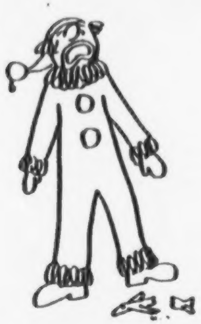
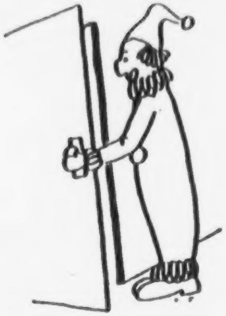
MPS- 181

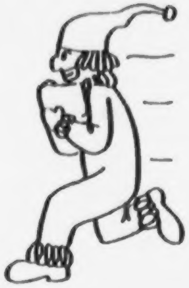
# Physical Response Pictures

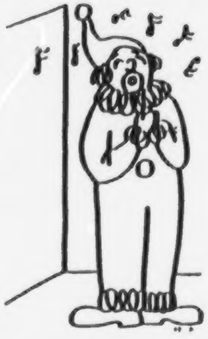
## Small Clowns

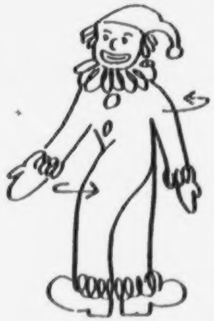
MPS- 183

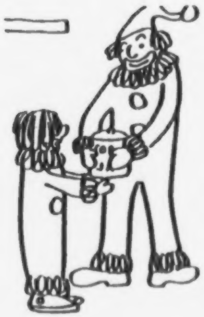


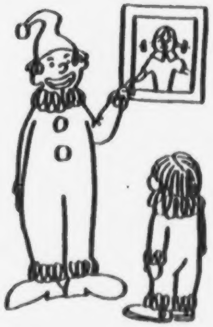


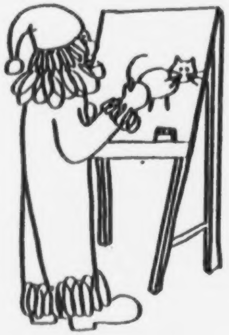


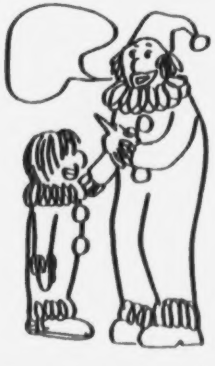


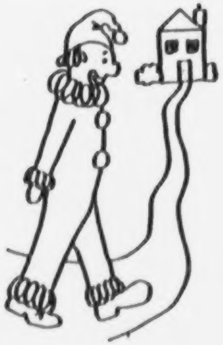


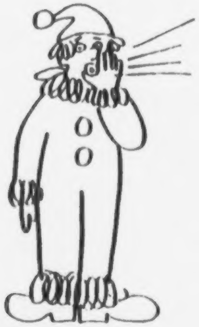


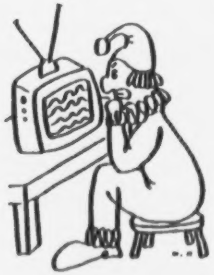


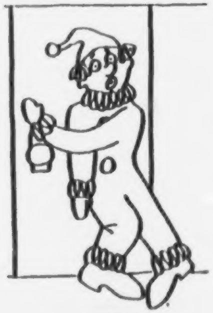


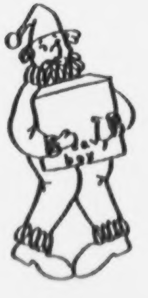


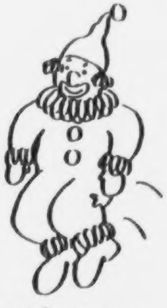




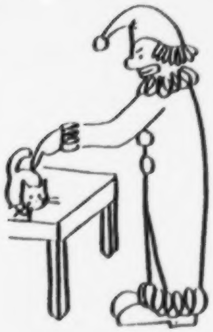


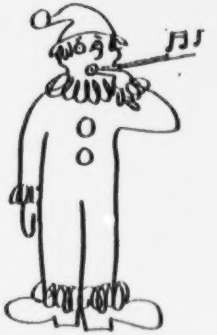


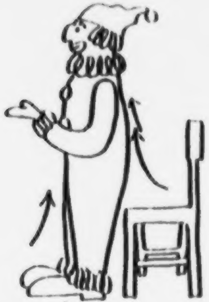


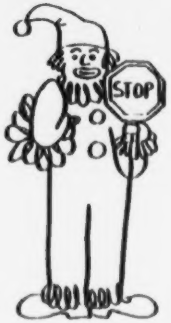


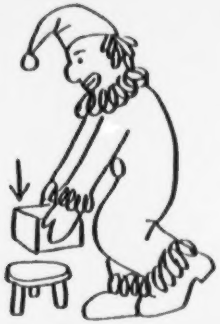
MPS- 184

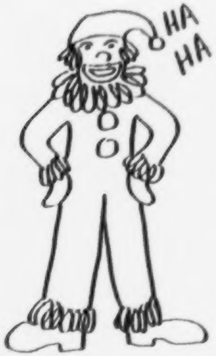


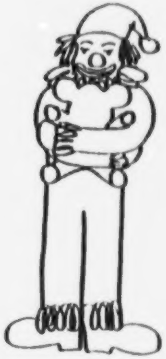


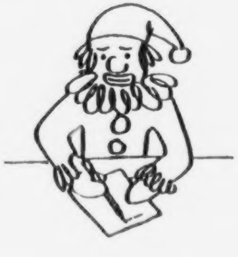


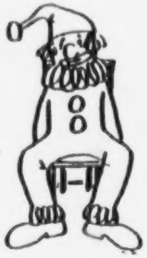


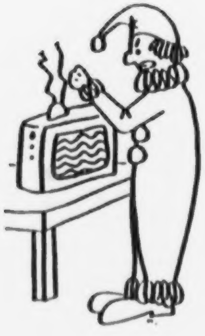


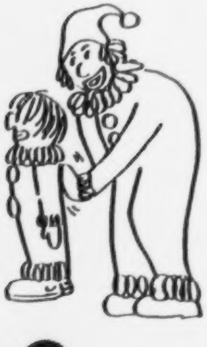


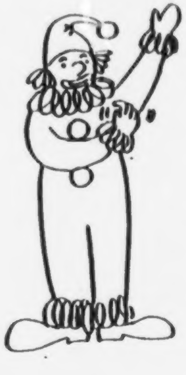


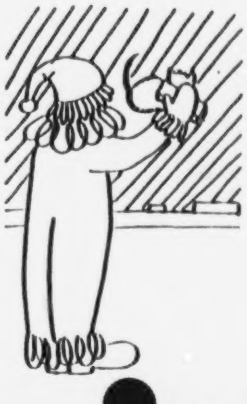


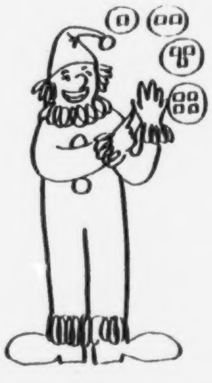












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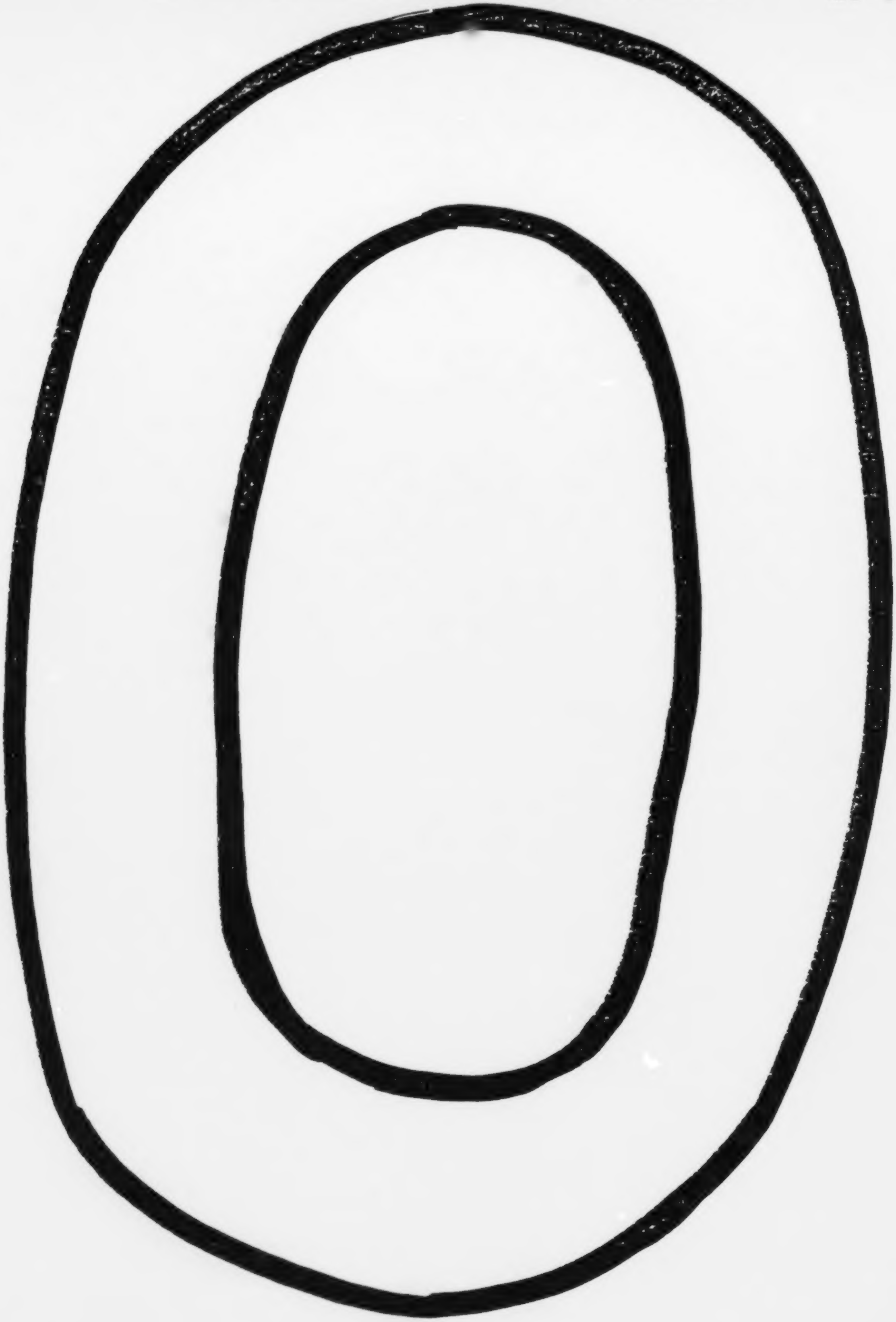
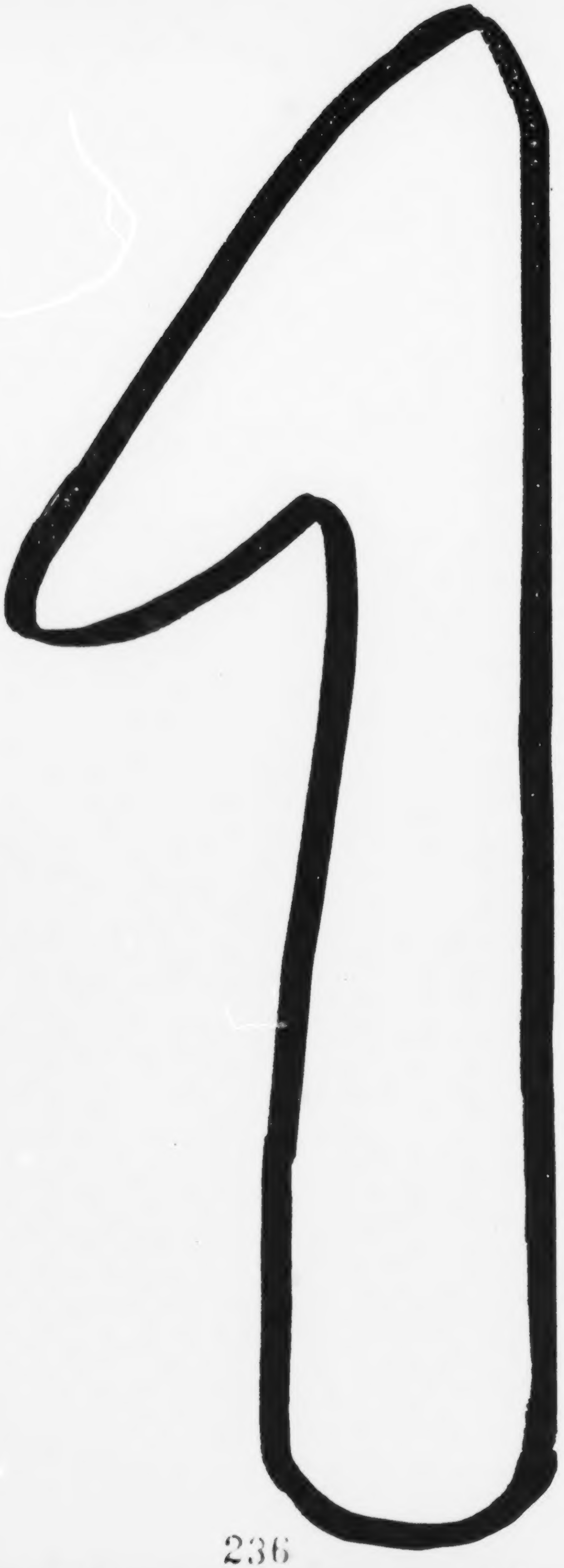
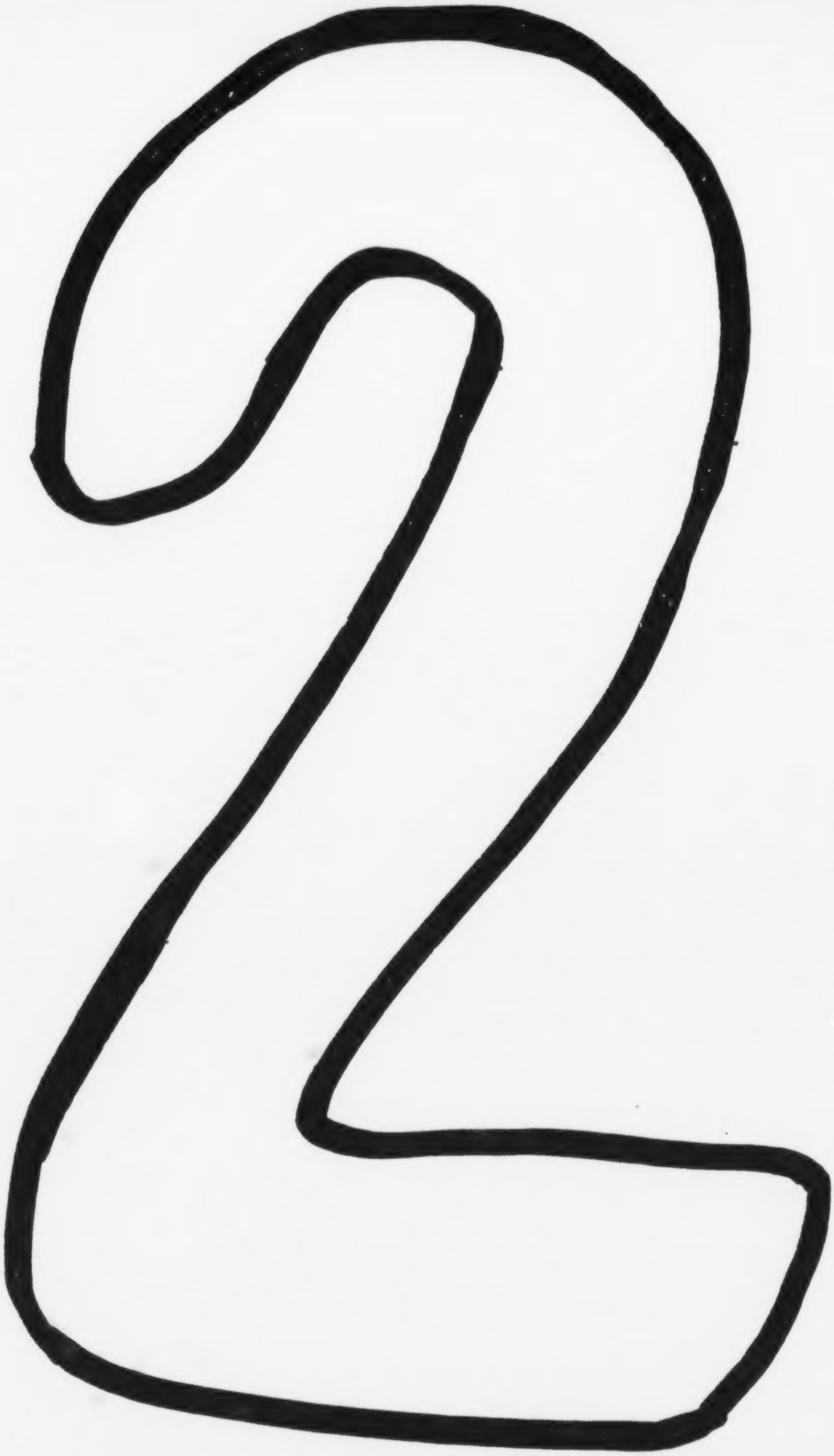
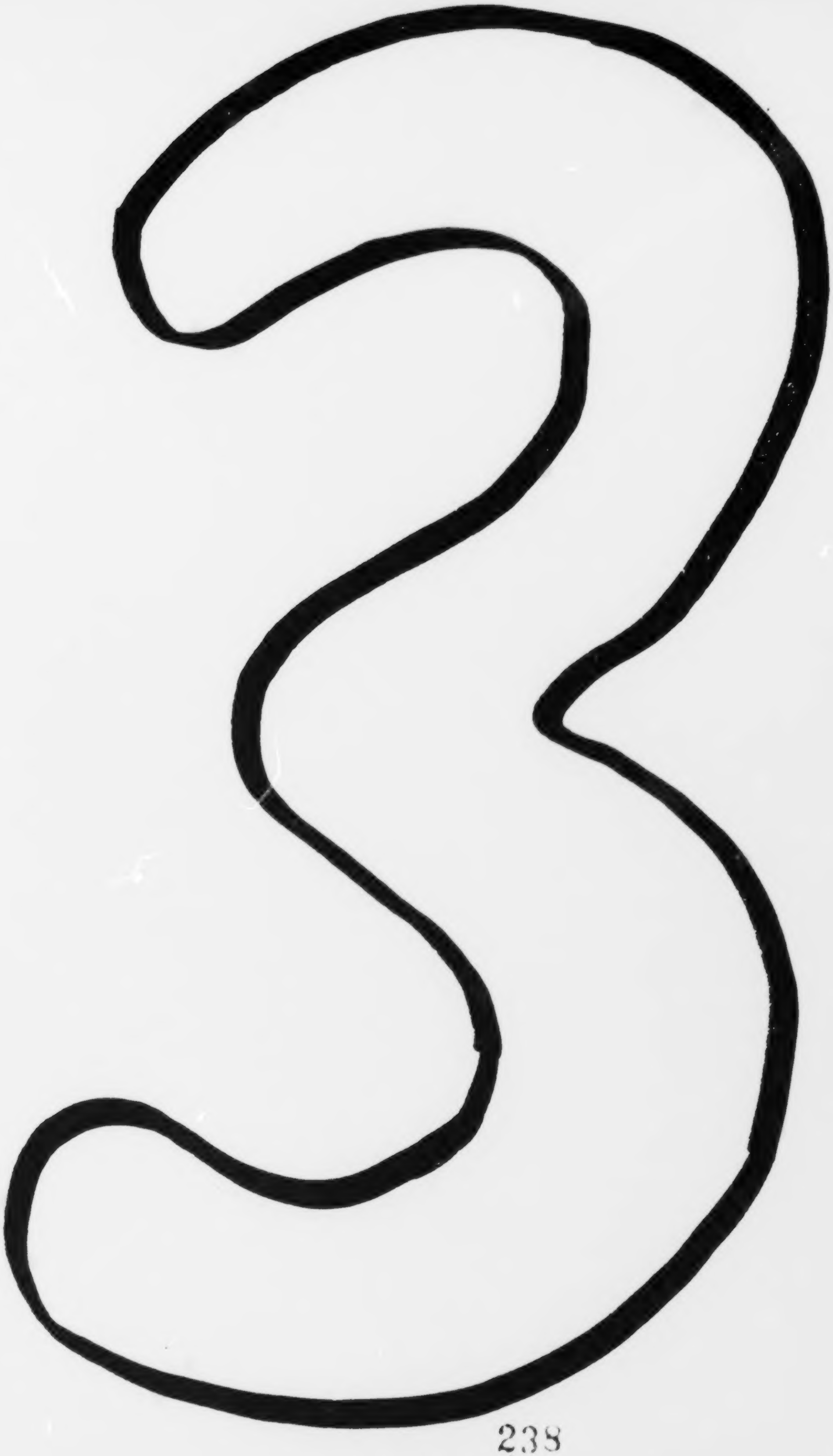
# Number Patterns for Physical Response Activities

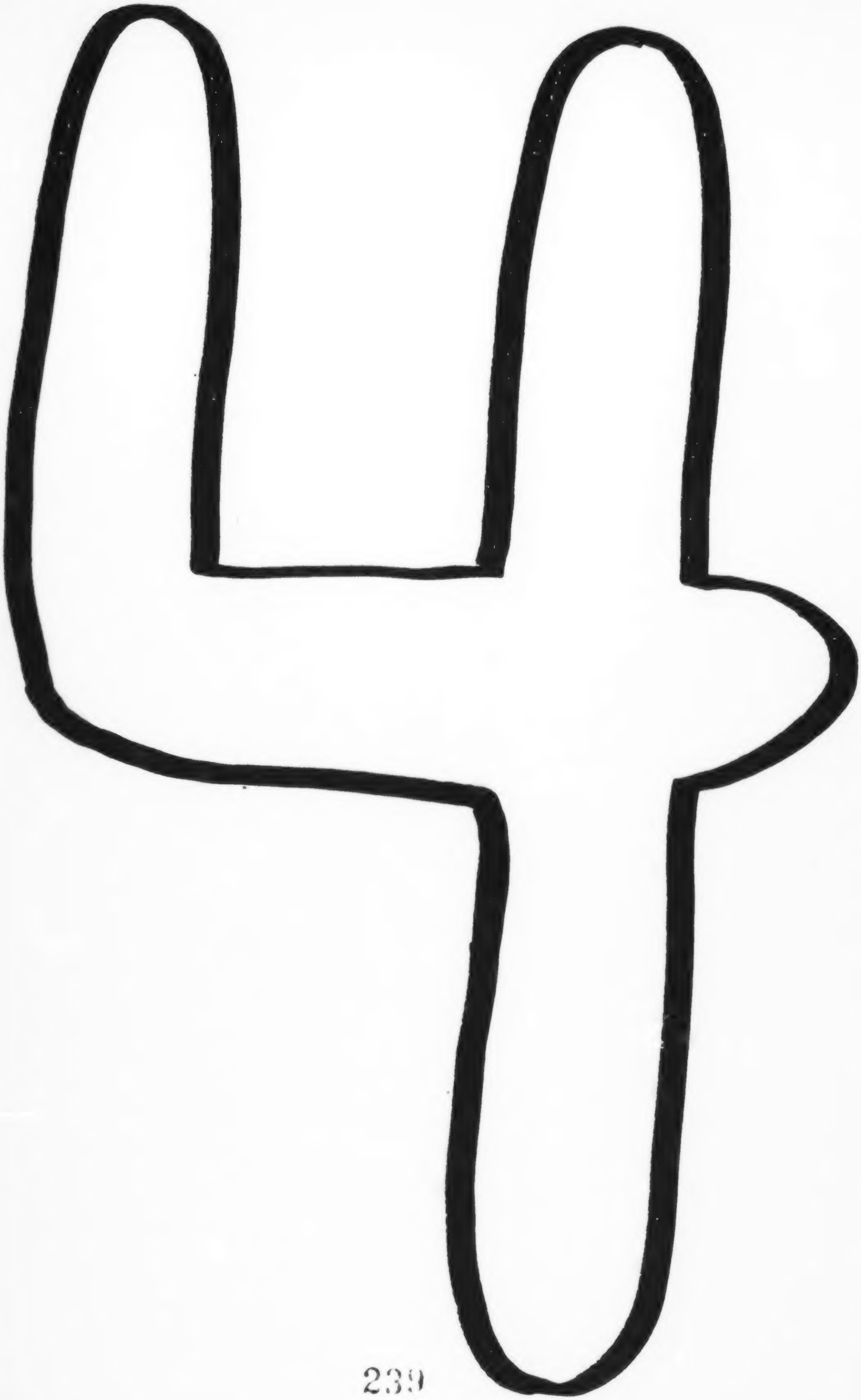
LARGE NUMBERS FOR TOTAL PHYSICAL RESPONSE ACTIVITIES

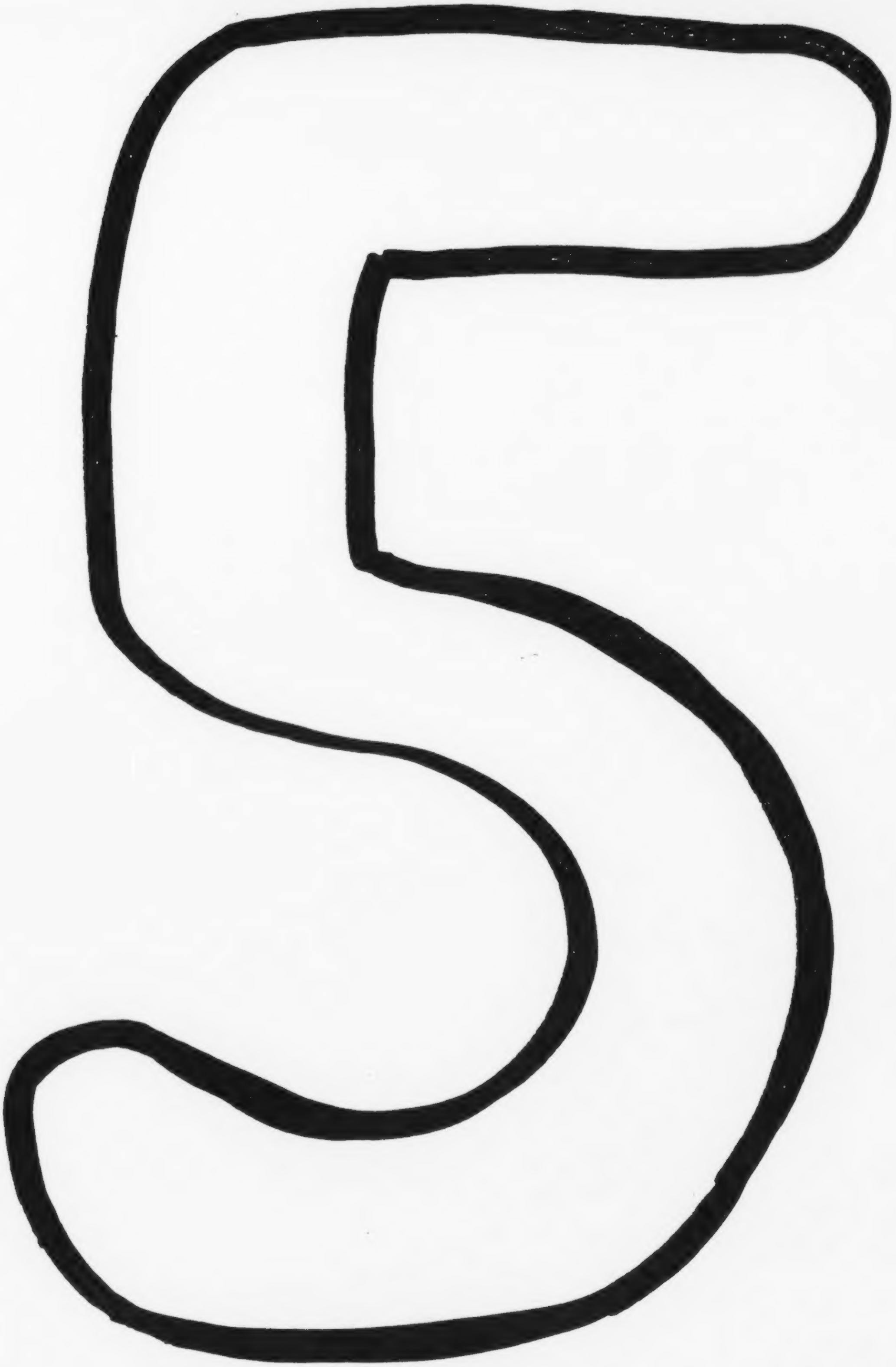


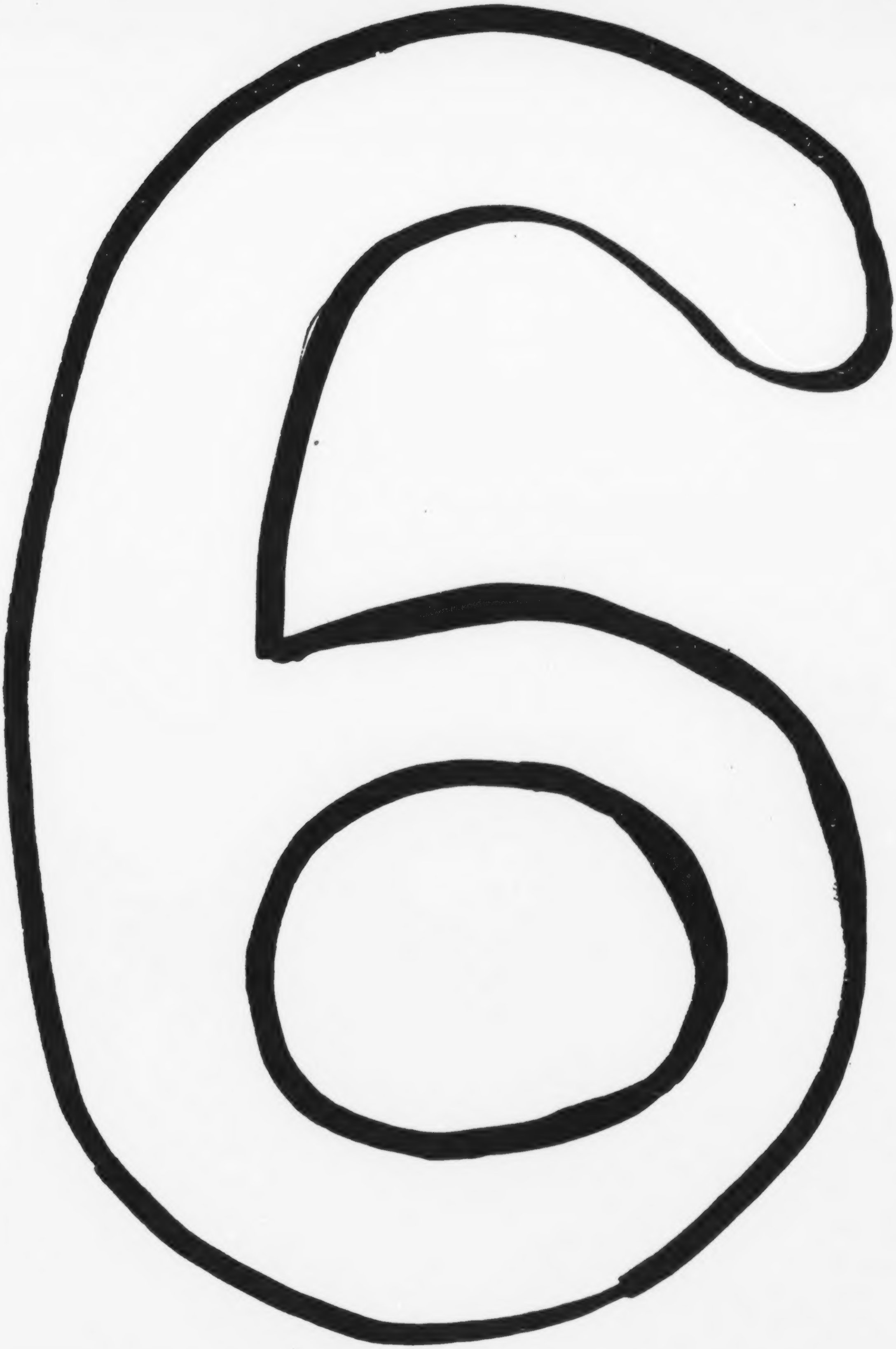


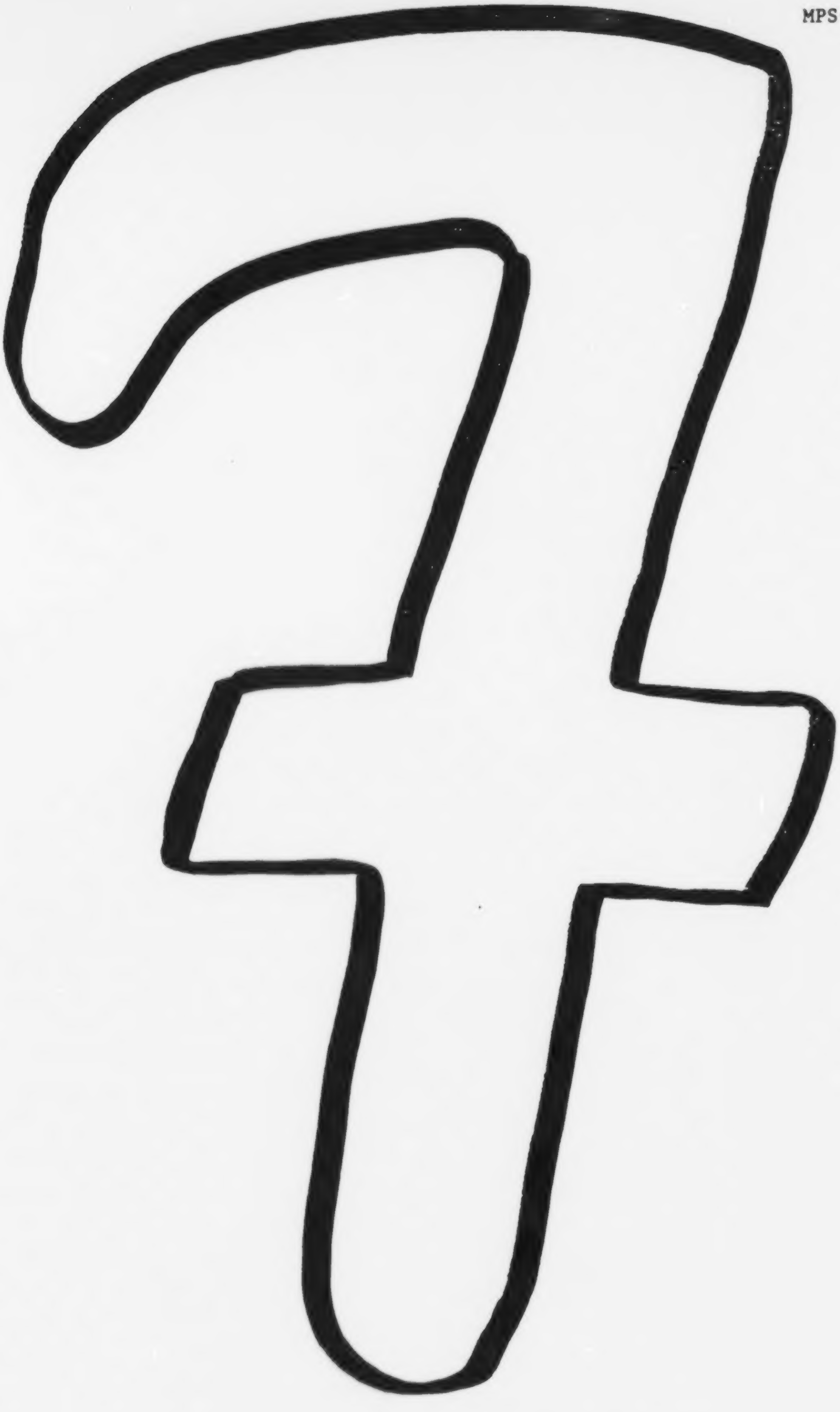


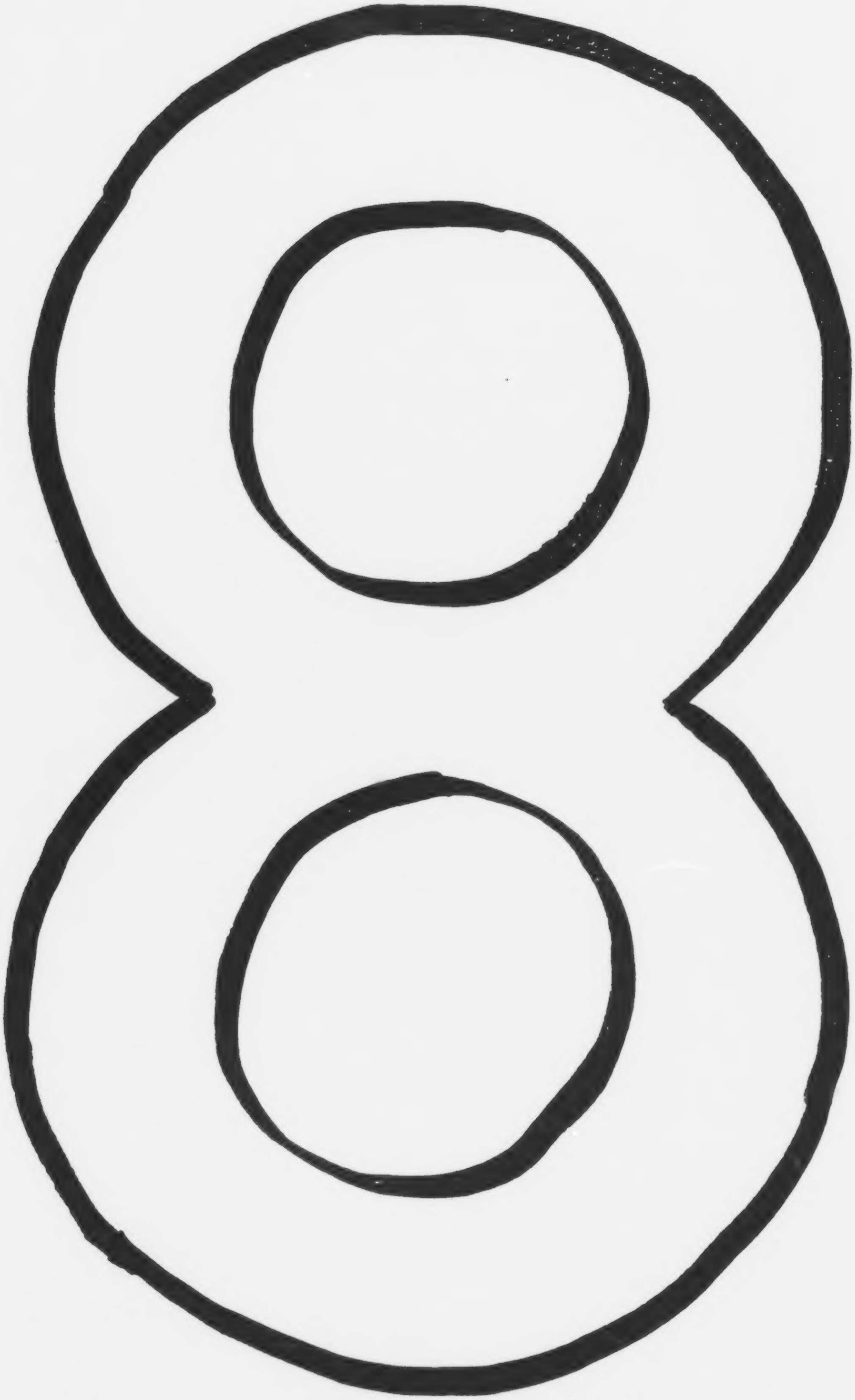


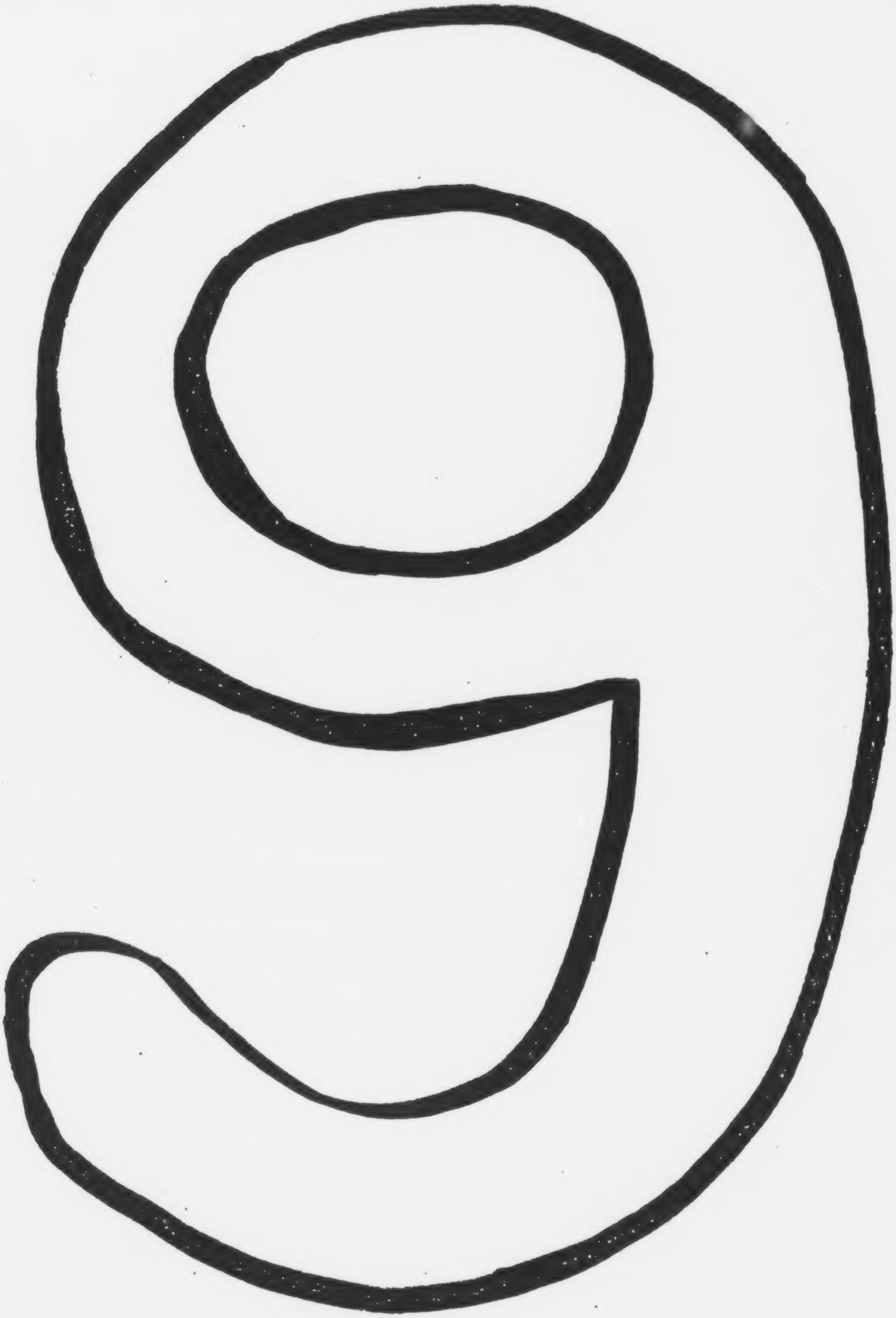




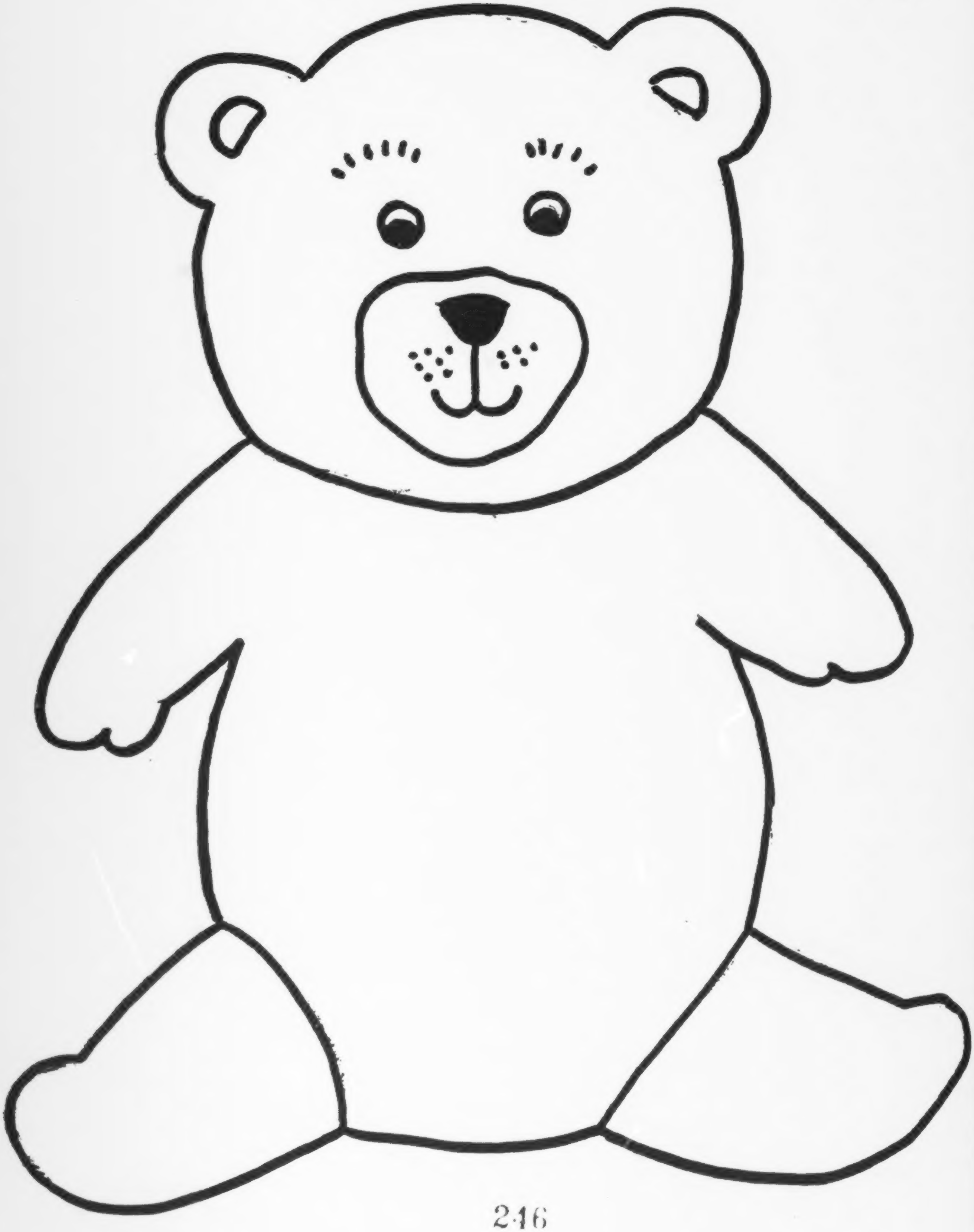








# Teddy Bear Paper Dolls



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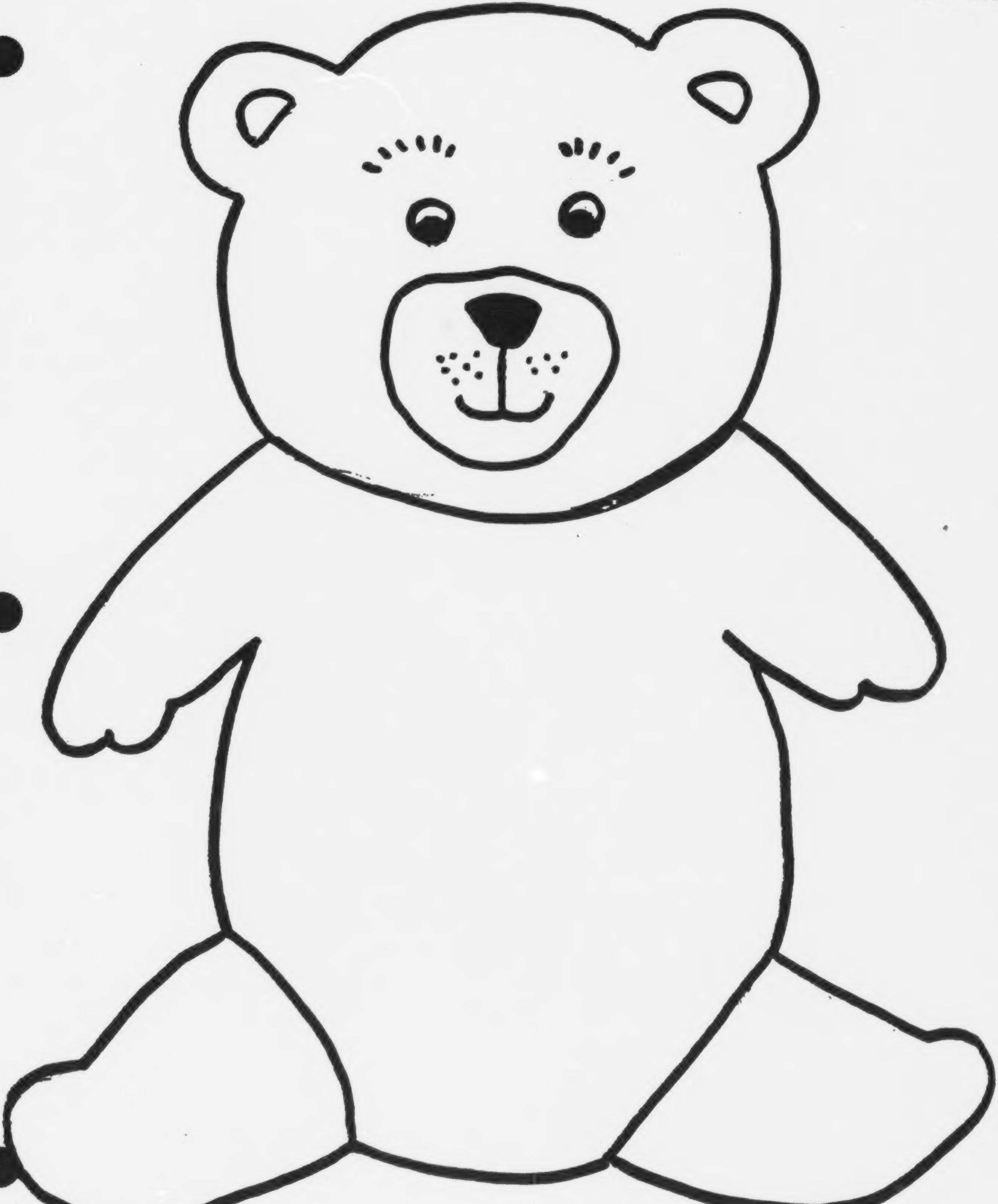

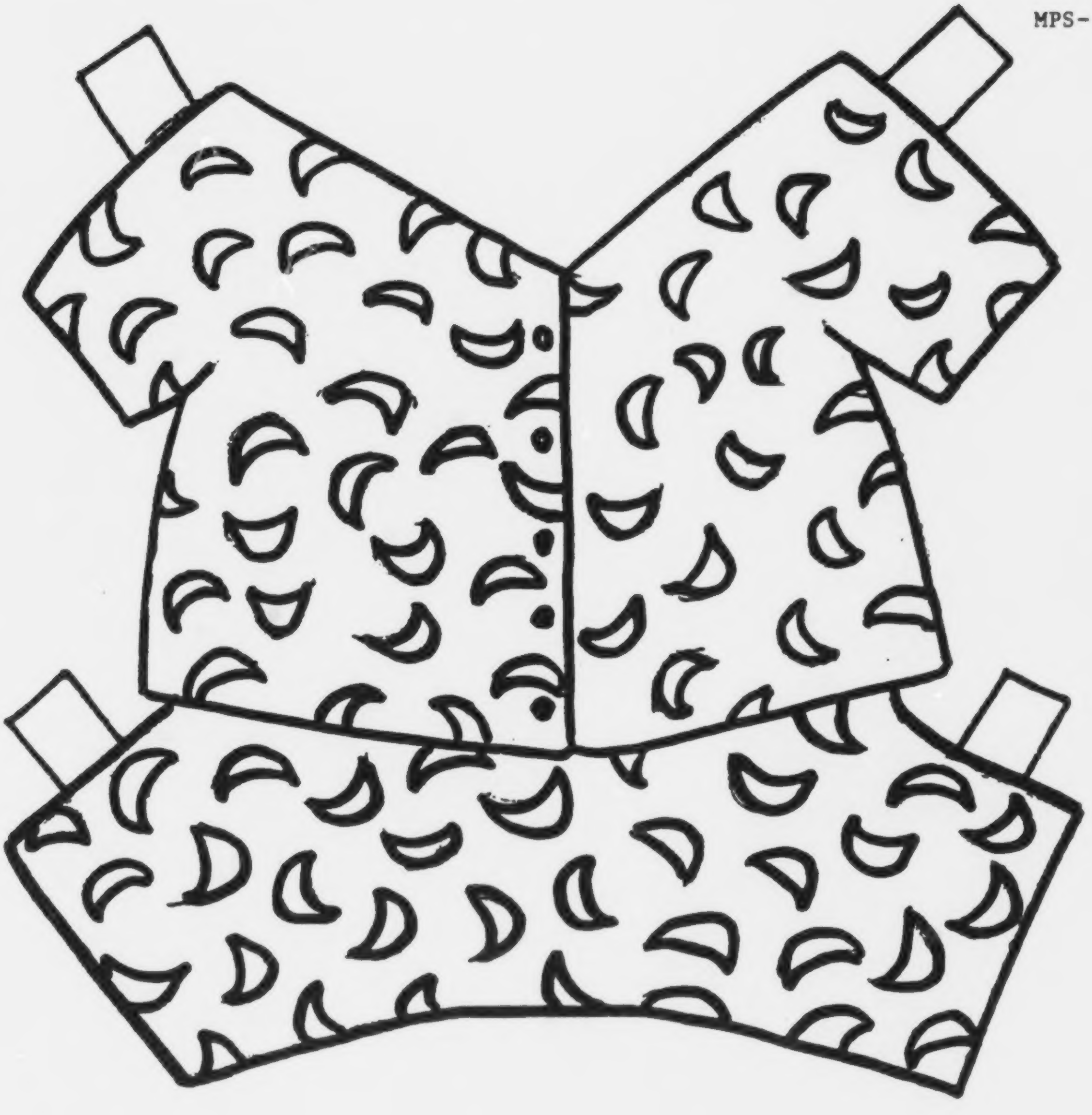

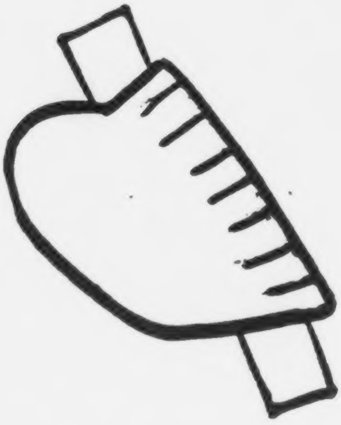

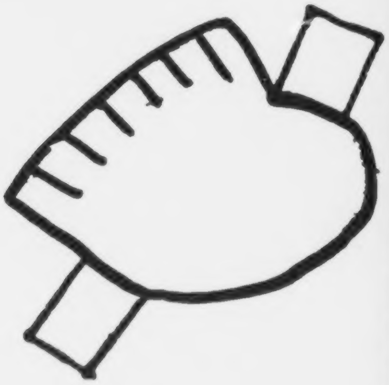

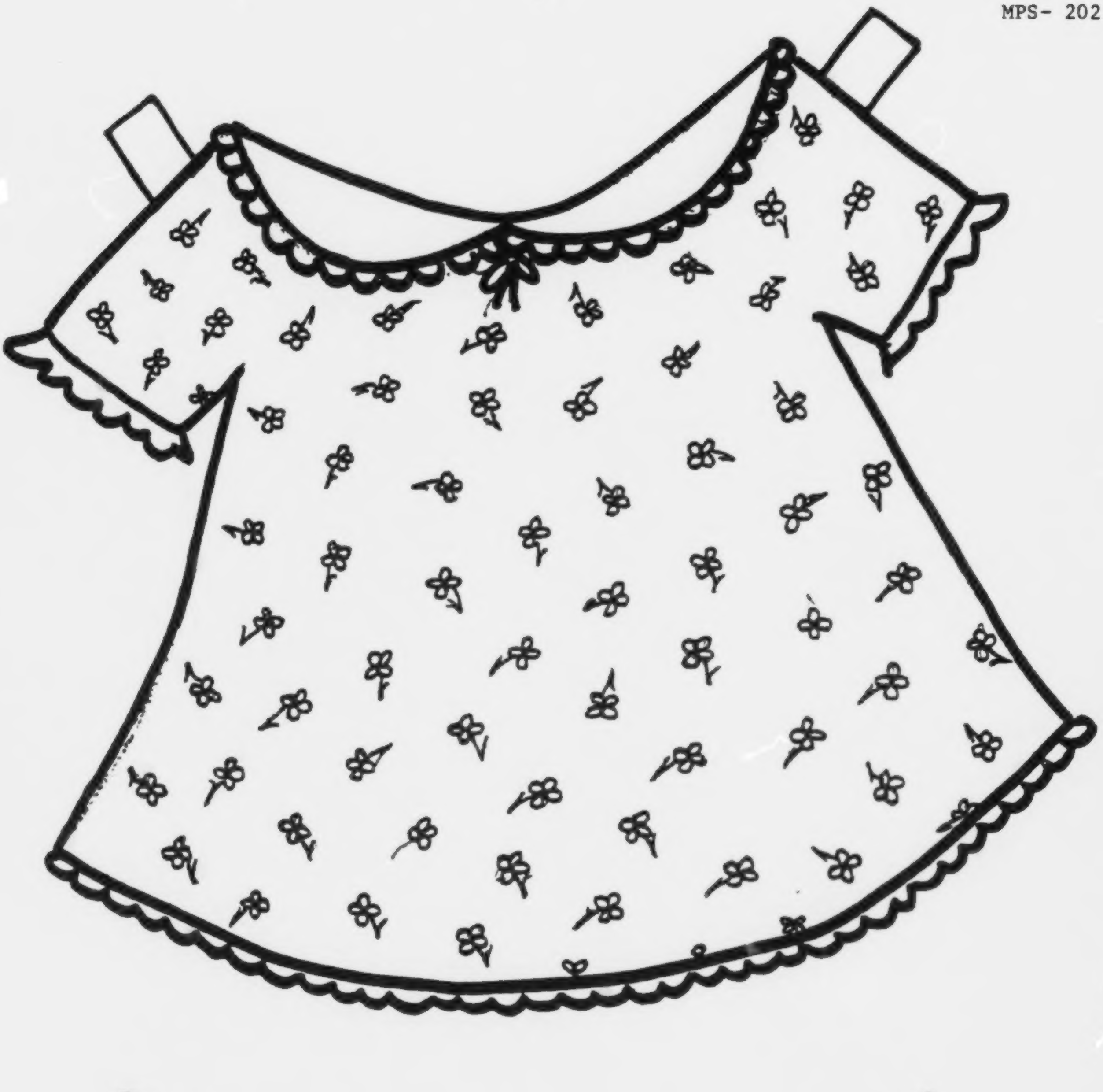

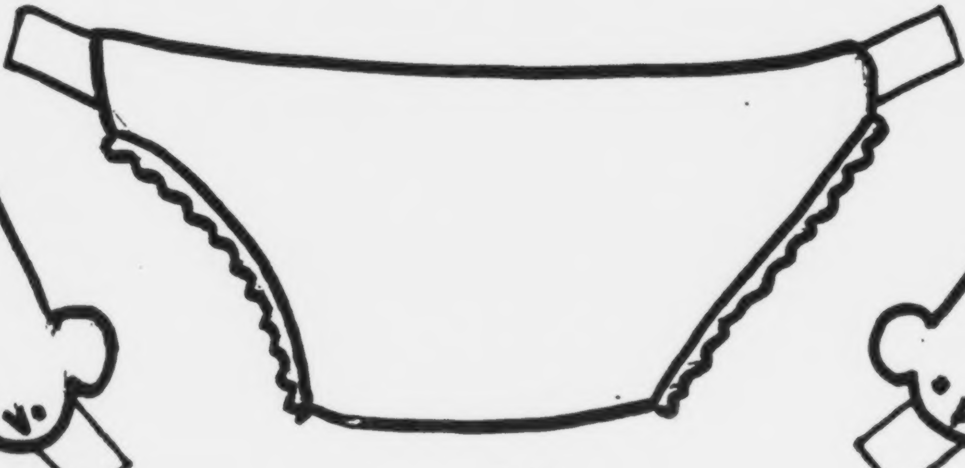

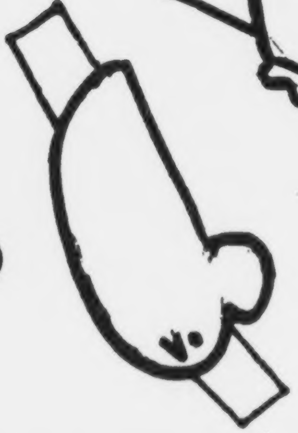

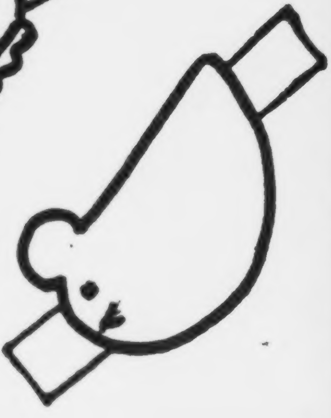

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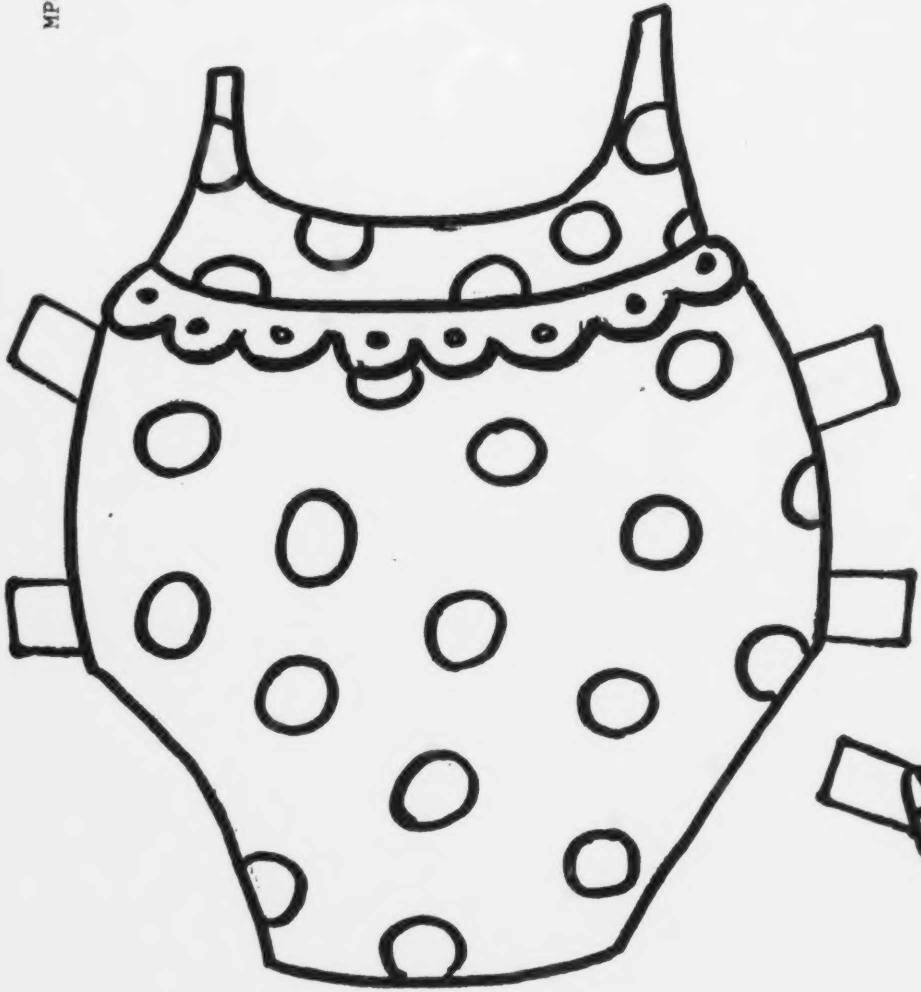

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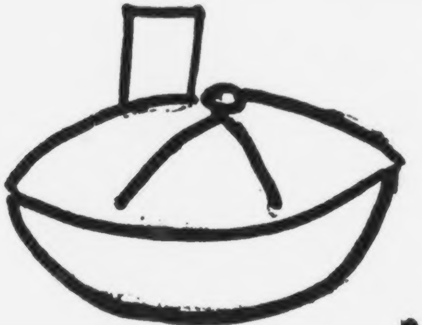

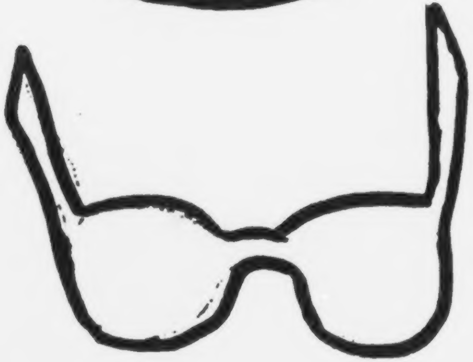

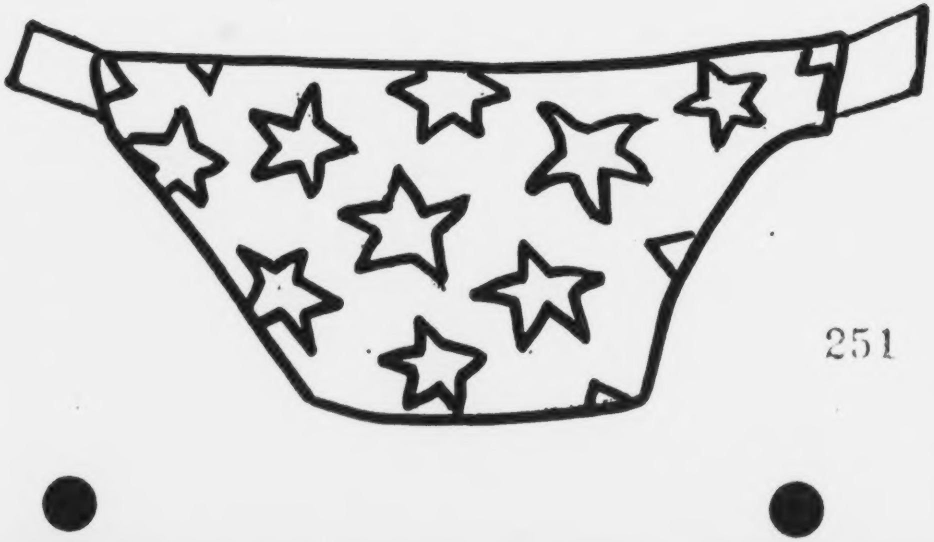

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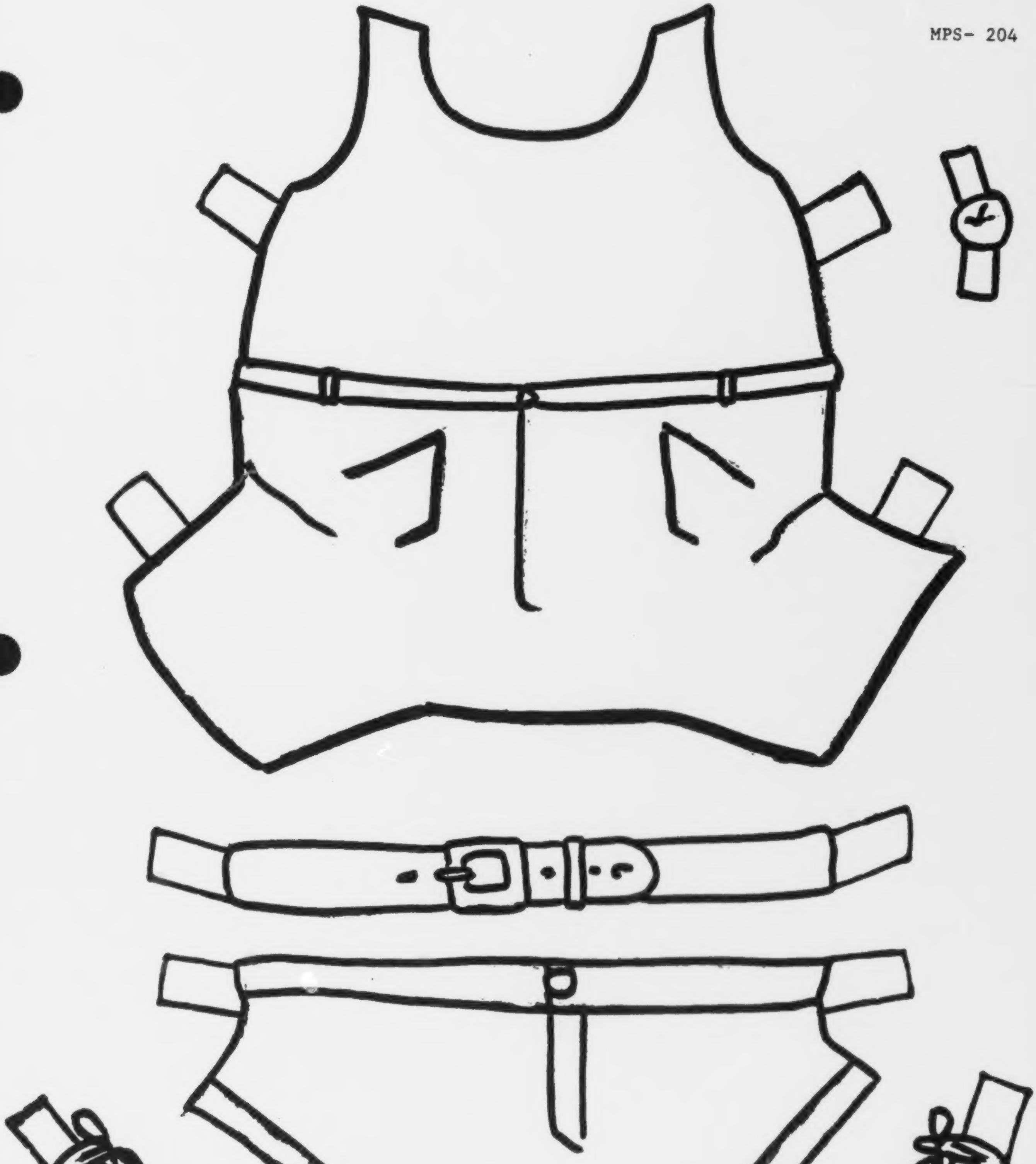

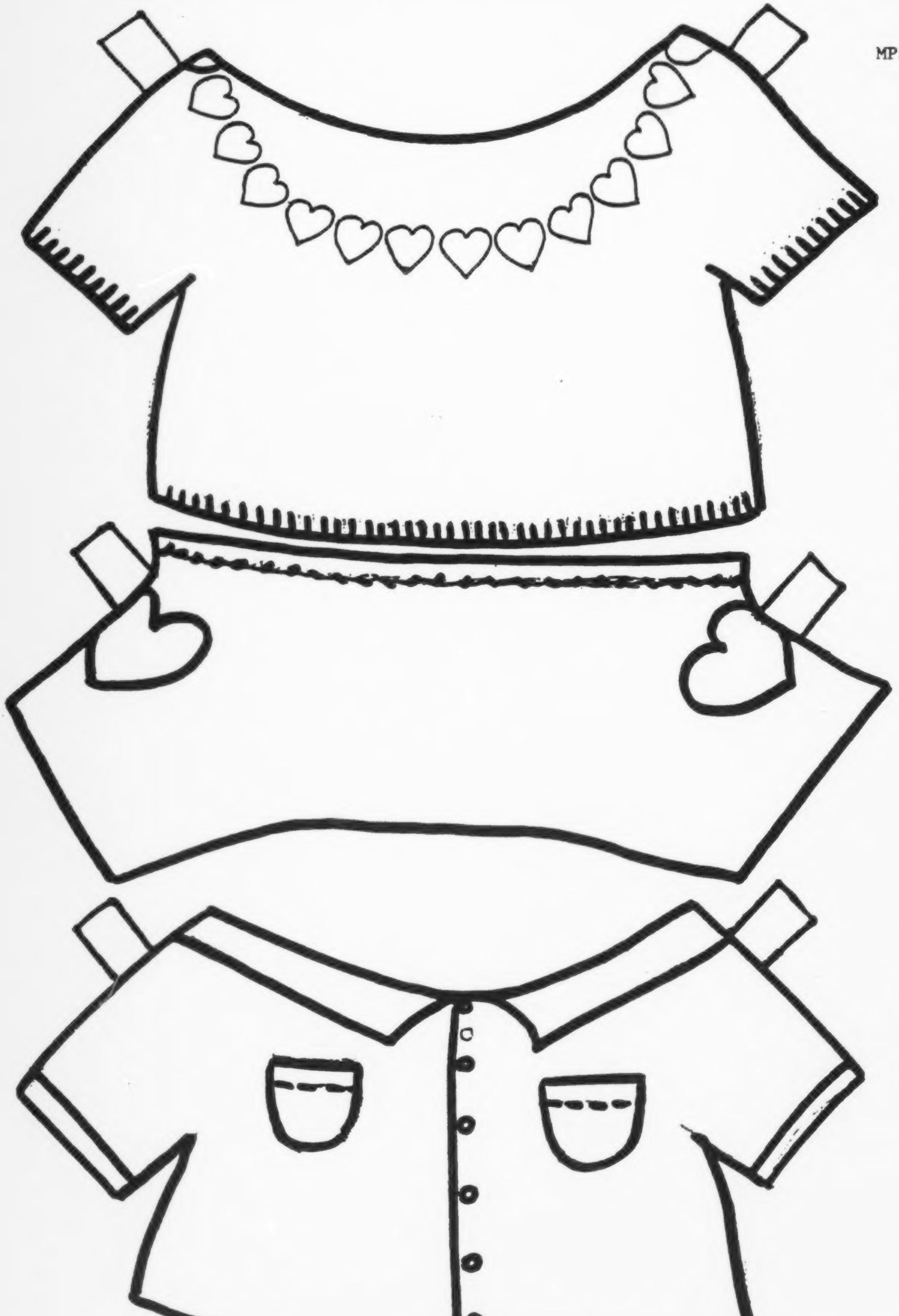

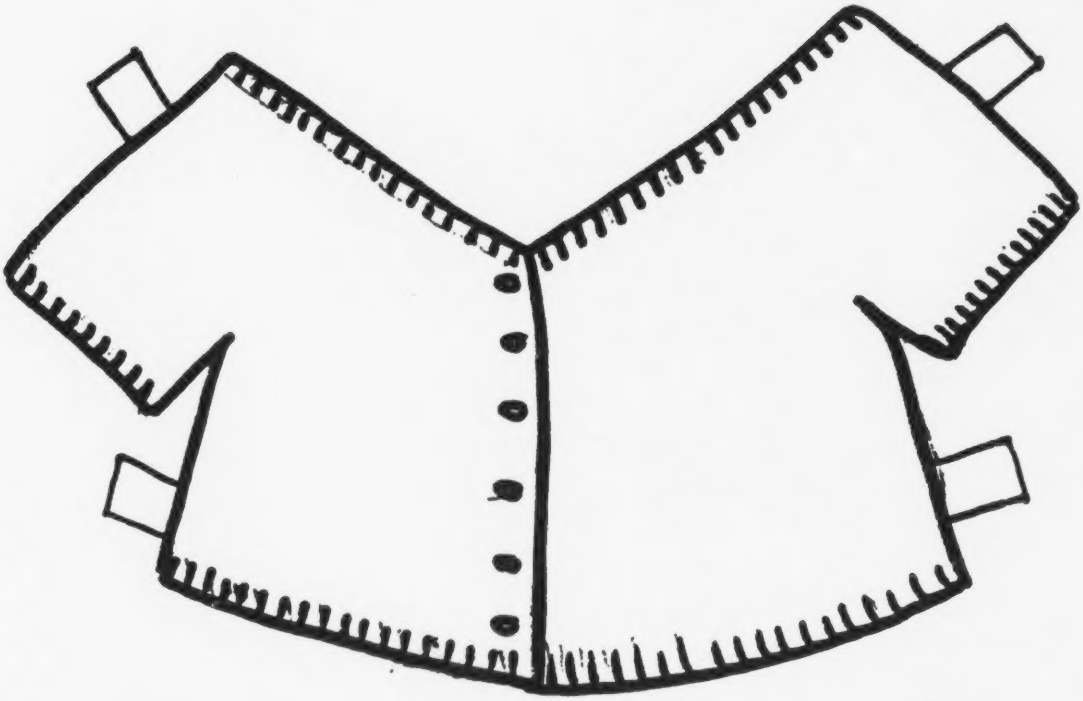

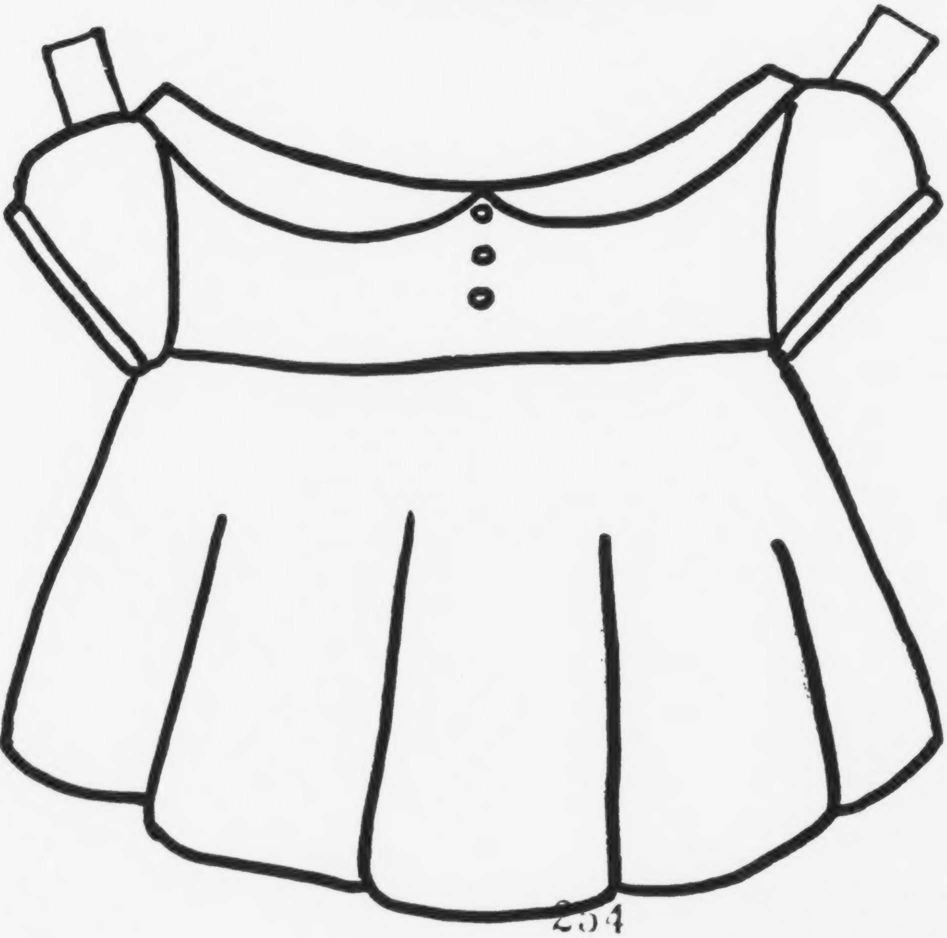

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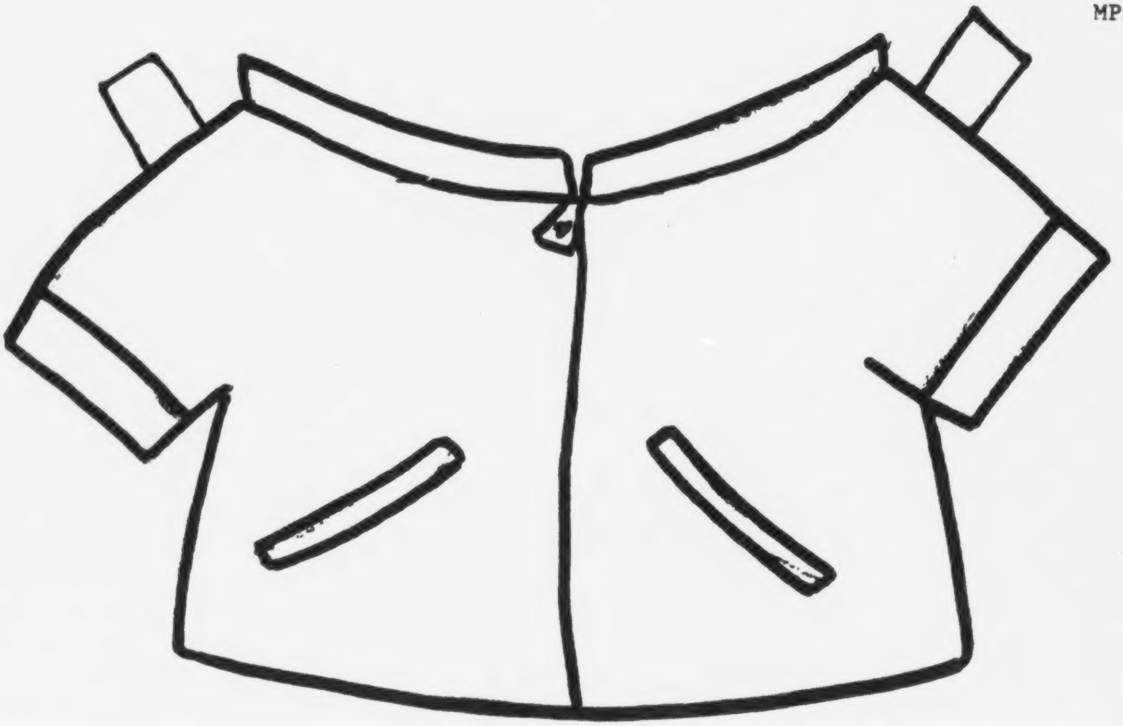

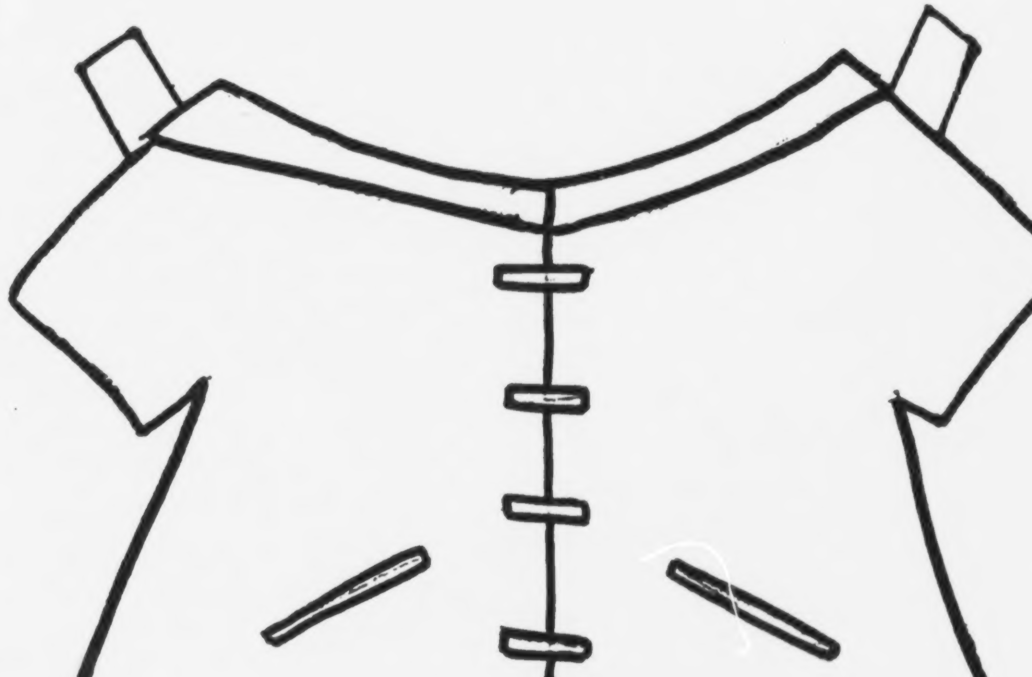

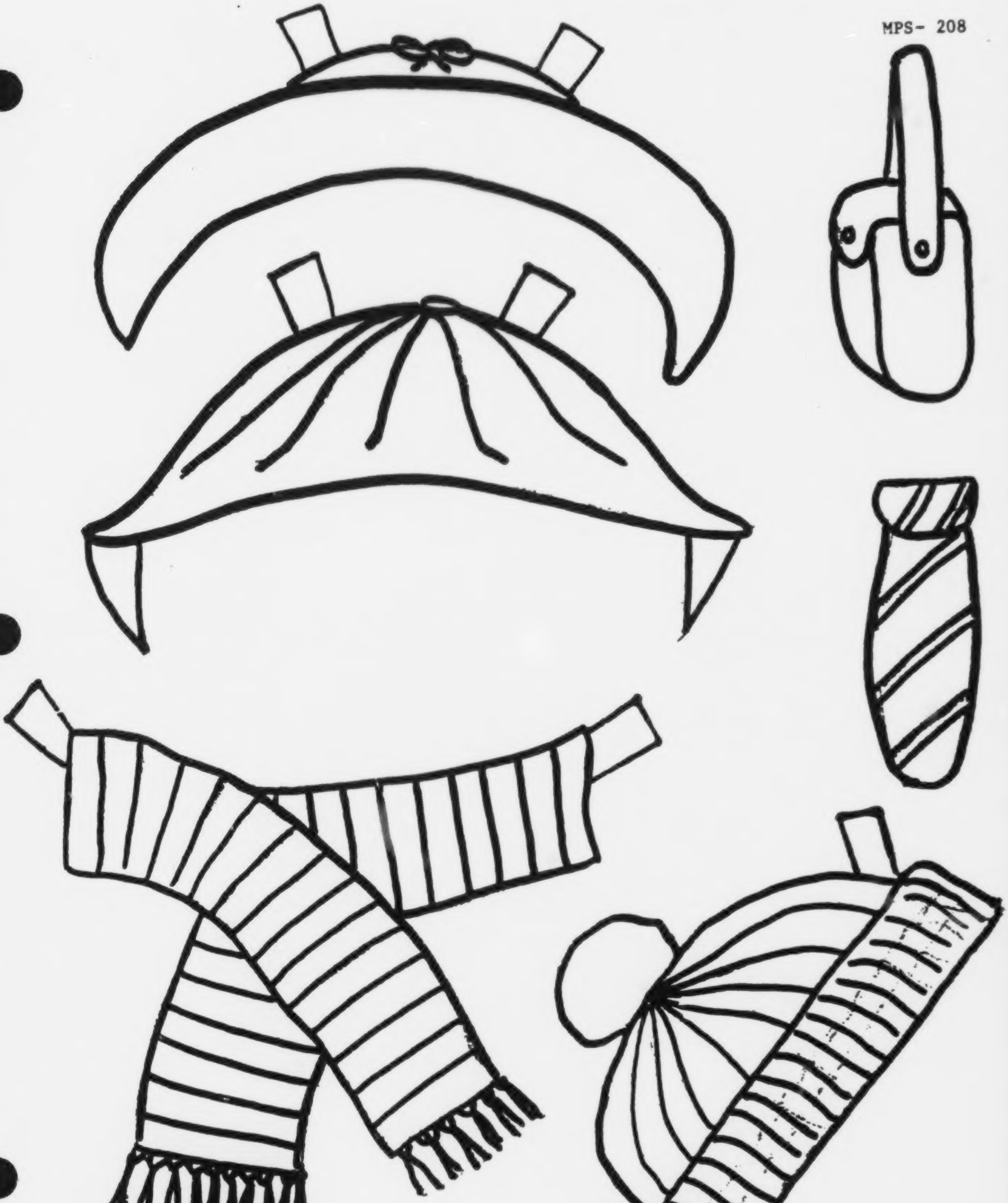

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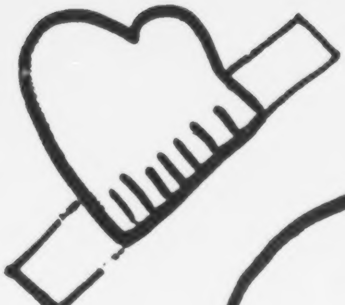
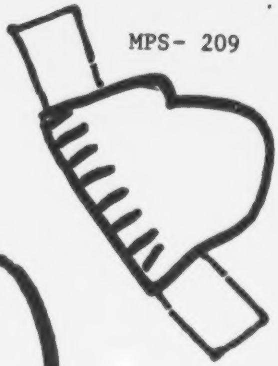
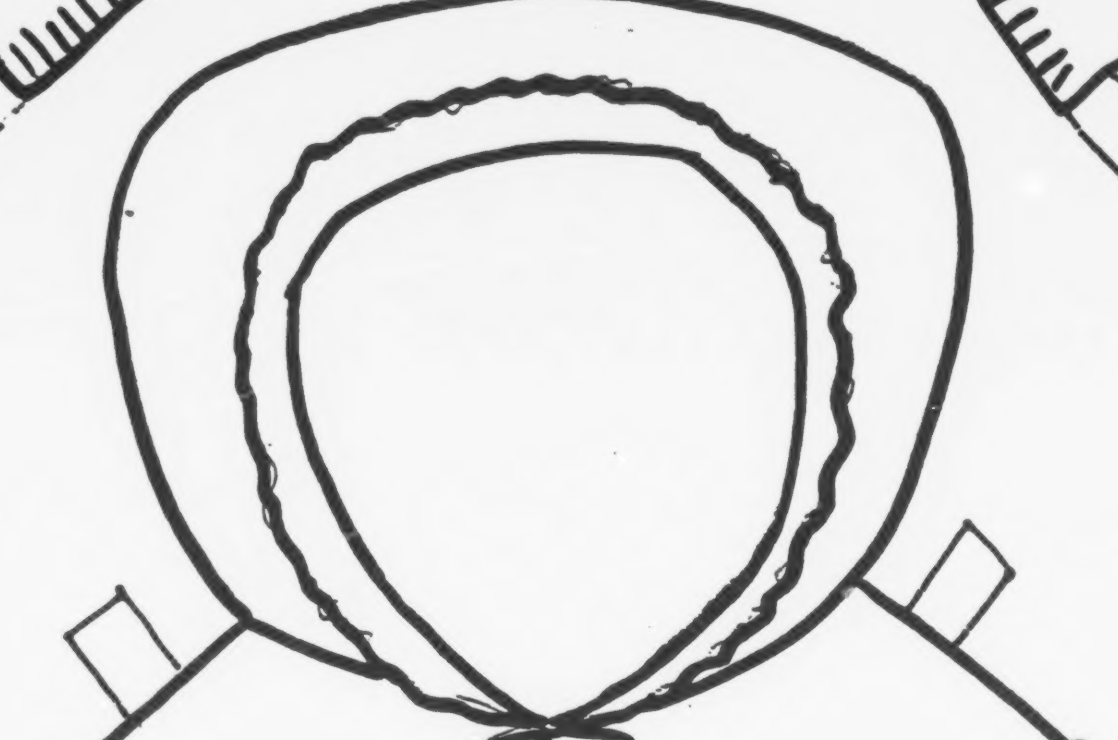
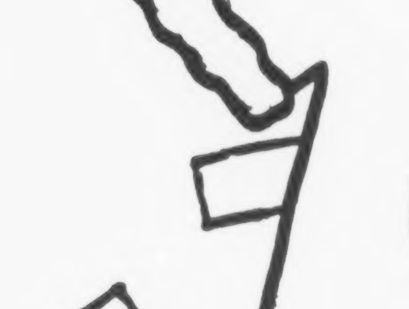
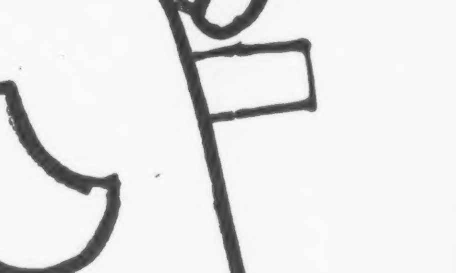










# Appendix C

## Cultural Activities

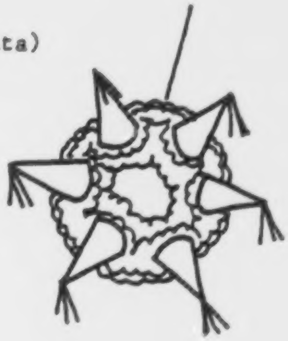
## CULTURAL ACTIVITIES-SPANISH

1. Make a "Pinata."

Pinatas, which originated in Italy, are a common form of children's entertainment at parties in Spain or Mexico. A pinata is a hollow form (often in the shape of an animal, a globe, a star, or a person) made of papier mache, and filled with candy, toys and other treats. It is hung from the ceiling and pulled up or down by a rope attached to it. Children are blindfolded one at a time and take turns trying to break the pinata with a stick. When the pinata breaks, everyone scrambles to get the treats which fall to the floor.

Materials

- paper bag or balloon (use balloon for papier mache pinata)
- newspaper
- wheat paste (if using papier mache)
- crepe paper and tissue paper
- construction paper
- stapler, scissors
- white glue
- poster paints, brushes
- string



Procedure

For paper bag pinata

- Fill bag with crumpled newspaper, forming a sphere, and close with a rubber band (remove paper after decorating).
- Paint the bag and hang to dry.
- Decorate with crepe or tissue paper fringe or cut out shapes (cone shapes made from ½ circles of construction paper may be added to form a nose or beak or to make a satellite pinata).
- Attach string to top to hang.

For paper mache pinata

- Blow up a round balloon and tie.
- Dip strips of newspaper into wheat paste mixed with water and coat balloon with strips going in different directions, leaving a small opening at the end.
- When this layer is dry, add a second layer, let dry.
- Pop balloon.
- Decorate as above.

2. Make an "Ojo de Dios."

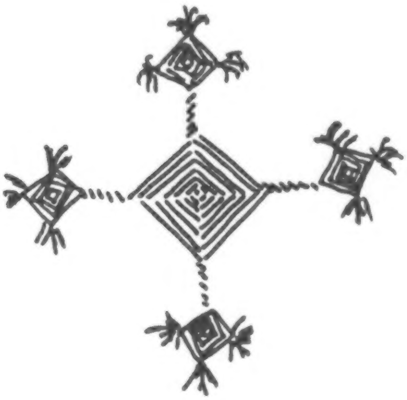
The Ojo de Dios is a symbol of good luck which originated with Indiana of Mexico. It may be carried as a charm, worn as jewelry or used to decorate the home.

Materials

- white glue
- popsicle sticks
- yarn
- scissors

Procedure

- Cross two popsicle sticks at the center and tie.
- Begin by weaving a piece of yarn over and around one leg; continue one leg after another, working out from the center (different colors of yarn may be tied together while weaving).
- Attach the end of the yarn with a dot of glue.

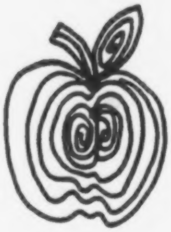


3. Make a yarn painting.

Yarn paintings are found in Mexico and are considered to be offerings to God. They are generally made on thin boards covered with wax into which the yarn is pressed.

Materials

- cardboard
- white glue
- yarn
- patterns, if needed
- carbon paper
- wax paper
- scissors



Procedure

- Draw a design or a piece of cardboard (or use a pattern and carbon paper to transfer a design to cardboard).
- Cut out design.
- Place design on wax paper to protect work surface.
- Glue a loop of yarn to the top of the design for late hanging.
- Working on a small section at a time, spread a thin layer of glue and tightly coil yarn to form patterns.
- When one side is completed, turn the cardboard over and do the second side.

4. Make tacos using the following recipe:

INGREDIENTS:

1 Tortilla for each child
1T. Precooked, shredded or ground meat
(beef, pork, or chicken)
Shredded lettuce
Chopped tomatoes
Grated cheese
Optional: cilantro (Mexican or
Chinese parsley)
Salsa (Mexican sauce used in
many dishes.)

Preheat oil in fry pan for cooking tortillas. Place tortilla in oil, fry lightly on one side, turn over and fold in half with tongs. Fry both sides of tortilla to desired crispness. Drain on paper towel. Fill with meat and desired condiments. If rolled taco is preferred, place the meat in the tortilla and roll before frying.

5. Make "Tostones" using the following recipe:

Tostones
Traditional snack in many Central American and Caribbean nations.
Platanos verdes (this kind of Puerto Rican banana is available at many supermarkets).
Butter or oil
Peel bananas and slice into 1/2 inch sections. Fry in oil or butter. Remove from frying pan and flatten by pressing each slice between the banana peels. Fry again till tostone is crunchy.

6. Make "Guacamole" using the following recipe:

Guacamole
You can serve guacamole as a dip, on tostadas, tacos, burritos or quesadillas.

1 large avocado
1 small green chile
1 small peeled tomato
1 small onion
salt (to taste)
lemon juice or vinegar (to taste)

Mash all ingredients so that they have the same consistency as butter.

7. Make "Tortilla Espanola" using the following recipe:

Tortilla Espanola (Spanish Omelet)

Tortilla in Mexico might mean a type of bread made from corn meal but in Spain it describes a thick, flat omelet. This particular basic tortilla has a filling of potatoes and onion but any vegetables or cooked meat can be used.

2 tablespoons olive oil
1 onion, finely chopped
3 garlic cloves, crushed
2 medium tomatoes, blanched, peeled, seeded and chopped
6 tablespoons canned pimientos, chopped
6 eggs
Salt and pepper to taste
1 tablespoon milk
1/3 cut frozen green peas, thawed

Heat the oil in a medium omelet or frying pan. Add the onion and garlic and fry until they are soft. Stir in the tomatoes and pimientos and fry for a further three minutes. Remove the pan from the heat and keep hot. Combine the eggs, seasoning and milk until they are well blended. Stir in the peas.

Preheat the broiler to high.

Return the pan to the heat and pour the egg mixture into the pan, tilting it so that the bottom is evenly covered. Reduce the heat to low. Using a knife or spatula, lift the ediges of the omelet and, at the same time tilt the pan away from you so that the liquid egg escapes from the top and runs on to the pan. Put the pan down flat over the heat until the omelet sets.

Remove the pan from the heat and place it under the broiler. Broil for two minutes, or until the top of the omelet has set. Remove from the heat.

Carefully slide the omelet on to a serving dish and cut into wedges. Serve at once.

3 servings.

SPANISH AND MEXICAN COOKING, by Isabel Moore, Chartwell Books Inc., 110 Enterprise Ave., Secaucus, NJ 07094 (Copyright 1977)

8. Color flags of Spanish-speaking countries. Have the students use colored construction paper to make flags.

9. Teach some Spanish songs.

10. Use a world map to discuss the countries of the world where Spanish is spoken. Use individual world maps to color the Spanish-speaking areas of the world.

11. Teach a Spanish or Latin American folk dance. Here are the steps for La Raspa, a Mexican folk dance as adapted from Hands on Heritage.

    Procedure:
    The most common steps are as follows:
    1. Jump and place the right foot forward, striking with the heel (alternate with the left foot). The couples may hold hands facing each other.
    2. Paso zapateado:
       A. Step with the right foot forward.
       B. Strike the left foot in place.
       C. Bring the right foot back in place.
    3. Interlace the right arms and jump, turning around four times (alternate).

    The dance is performed in pairs. The dancers come on stage in pairs, holding hands, with each couple behind another. They dance to the middle of the stage using the first step. (Here the first part of the music ends.)

    The children turn and face their partners. They execute the second step until the music changes.

    The dancers execute step three in accord with the music.

    The children may repeat the first part to end the dance or to leave the stage.

    Steps one and three may be used for the three-year-old children.

    The music for this dance is available in the kit:

    Paso a paso
    National Educational Laboratories
    Publishers, Inc.
    P.O. Box 1003
    Austin, TX 78767

    Includes three records and a book.

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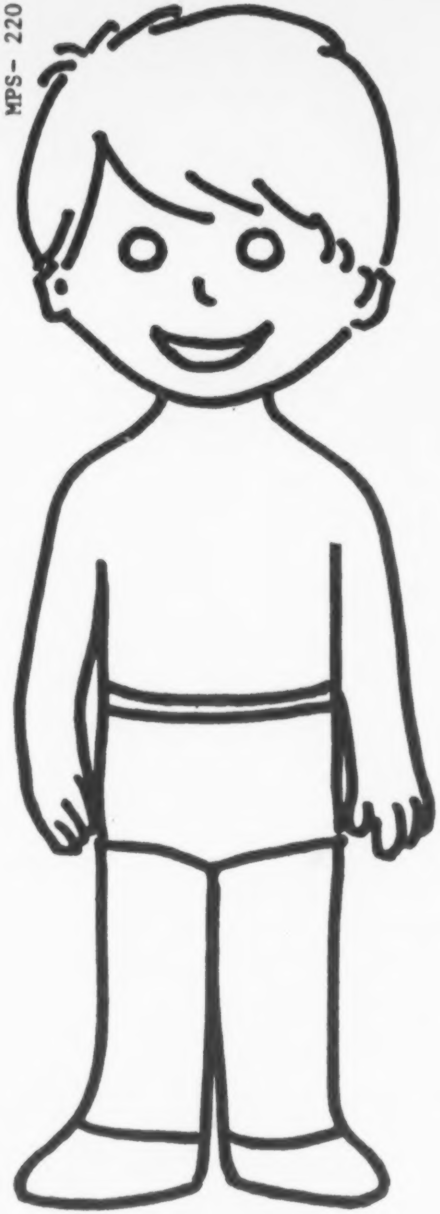

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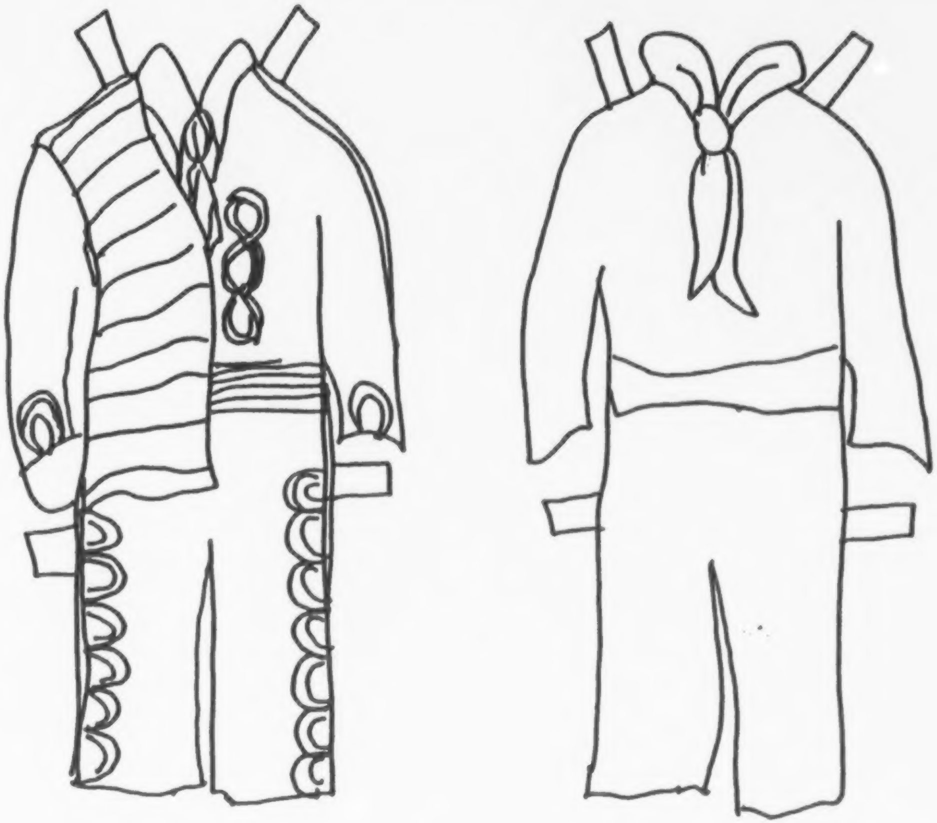

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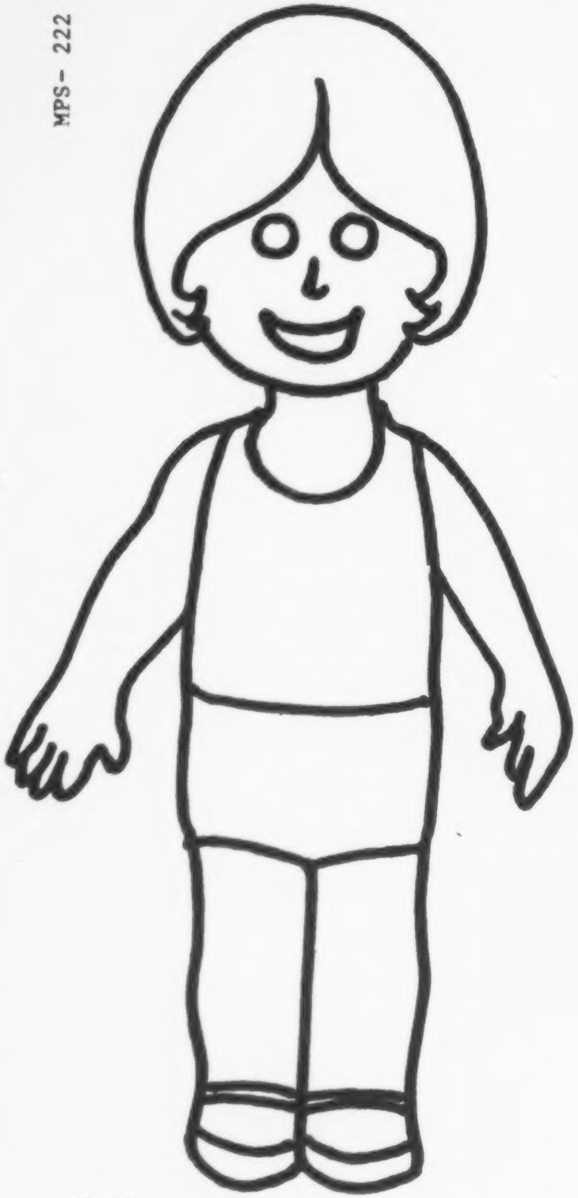

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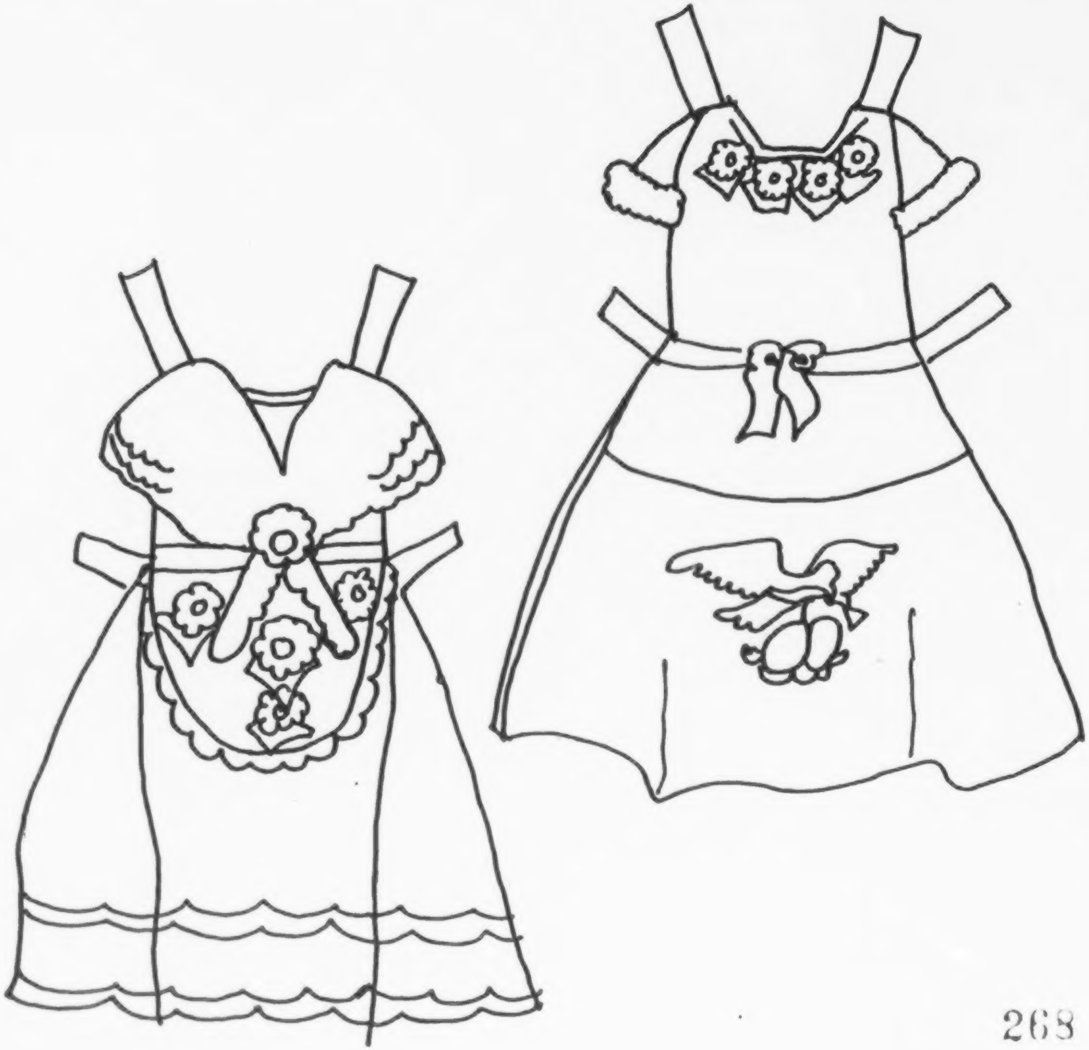

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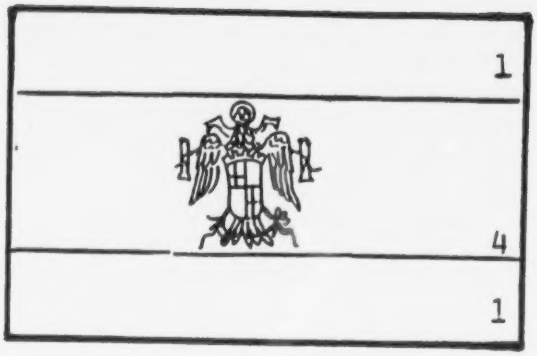
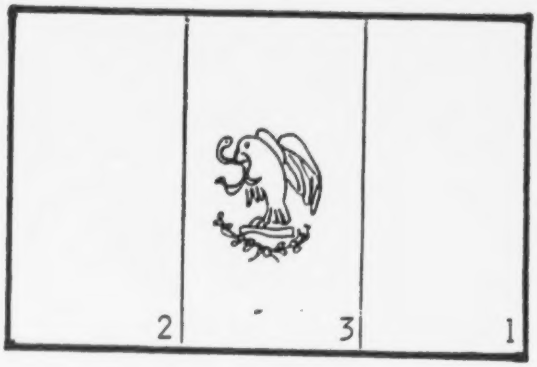
# Las Banderas



ESPAÑA



MEXICO

1 Rojo
2 Verde
3 Blanco
4 Amarillo

# CANCIONES

Saludos:

## BUENOS DIAS

Buenos días, buenos días
Cómo estás, cómo estás.
Muy bien gracias, muy bien gracias
Y usted, Y usted.

Buenas tardes, uenas tardes.
Cómo estás, cómo estás.
Muy bien gracias, muy bien gracias
Y usted, Y usted.

Buenas noches, buenas noches.
Cómo estás, cómo estás.
Muy bien gracias, muy bien gracias
Y usted, Y usted.

## BUENOS DIAS A USTED

(Música: "Happy Birthday")

Buenos días a usted.
Buenos días a usted.
Buenos días, amigo.
Buenos días a usted.

Numeros:

## DIEZ NIÑITOS

Uno, dos y tres niñitos,
cuatro, cinco y seis niñitos,
siete, ocho y nueve niñitos,
diez niñitos son.
Diez, nueve y ocho niñitos,
siete, seis y cinco niñitos,
cuatro, tres y dos niñitos,
un niñito es.

## DOS Y DOS

Dos y dos son cuatro.
Cuatro y dos son seis.
Seis y dos son ocho,
y ocho, dieciséis;
y ocho, veinticuatro;
y ocho, treinta y dos;
mas diez que le sumo son cuarenta y dos.

## El Cuerpo:

### CABEZA, HOMBROS, RODILLAS Y DEDOS DEL PIE

(Head, shoulders, knees and toes)

Cabeza, hombros, rodillas y dedos del pie,
Rodillas y dedos del pie.
Cabeza, hombros, rodillas y dedos del pie,
Rodillas y dedos del pie.
Y ojos, orejas, boca y nariz.
Cabeza, hombros, rodillas y dedos del pie,
Rodillas y dedos del pie.

### LOS DIAS DE LA SEMANA

Lunes, martes, miércoles, tres;
jueves, viernes, sábado, seis;
domingo, siete, y sabe ya
que la semana complete está.

### VAMOS A JUGAR

Estribillo:

Vamos a jugar, vamos a jugar.
Vamos a jugar, vamos a jugar.

Meto la mano derecha.
Saco la mano derecha.
Sacudo la mano así, así.
Y salto alrededor.

Meto la mano izquierda.
Saco la mano izquierda.
Sacudo la mano así, así.
Y salto alrededor.

Meto las dos manos.
Saco las dos manos.
Sacudo las manos así, así.
Y salto alrededor.

Meto el pie derecho.
Saco el pie derecho.
Sacudo el pie así, así.
Y salto alrededor.

Meto el pie izquierdo.
Saco el pie izquierdo.
Sacudo el pie así, así.
Y salto alrededor.

Meto la oreja derecha.
Saco la oreja derecha.
Sacudo la oreja así, así.
Y salto alrededor.

Meto la oreja izquierda.
Saco la oreja izquierda.
Sacudo la oreja así, así.
Y salto alrededor.

Meto la nariz.
Saco la nariz.
Sacudo la nariz así, así.
Y salto alrededor.

Meto la nariz.
Saco la cabeza.
Sacudo la cabeza así, así.
Y salto alrededor.

Meto todo el cuerpo.
Saco todo el cuerpo.
Sacudo el cuerpo así, así.
Y salto alrededor.

**La Ropa:**

## CANTOS

(Musica: "The Bear Went Over the Mountain")

Estos son mis zapatos. (señalar los zapatos)
Estos son mis zapatos.
Estos son mis zapatos.
Tra, la, la, la, la.

Este es mi sombrero. (señalar los sombreros de papel)
Este es mi sombrero.
Este es mi sombrero.
Tra, la, la, la, la.

Esta es mi faldita, (las niñas señalan las faldas)
Esta es mi faldita,
Esta es mi faldita,
Tra, la, la, la, la.

Esta es mi blusa, etc. (las niñas señalan las blusas)

Este es mi vestido, etc. (las niñas señalan los vestidos)

Estos son pantalones, etc. (los niños señalan los pantalones)

Esta es mi camisa, etc. (los niños señalan las camisas)

Estos son calcetines, etc. (señalar los calcetines)

**La Escuela:**

## MI ESCUELITA

(Música: "La Cucaracha")

Mi escuelita, mis escuelita.
Yo la quiero con amor.
Porque en ella, porque en ella
yo aprendo mi lección.

Cuando vengo en la mañana
lo primero que yo hago
saludar a mi maestra,
y después a mi trabajo.

**La Casa:**

## EL PATIO DE MI CASA

El patio de mi casa
es muy particular.
Cuando llueve se moja
como los demás.
Hache, I, Jota, Ka,
Ele, Eme, Ene, A.
Yo me voy. Yo me voy,
que no me quiero mojar.

El patio de mi casa
es muy particular.
Cuando llueve se moja
como los demás.
Agáchate, niña,
vuélvete a agachar.
Que si no te agachas,
no sabes bailar.

**La Comida:**

## ¿QUE COMER?

(Tune: Brother John)

Hoy es lunes.
Hoy es lunes.
¿Qué comer?
¿Qué comer?
Lunes los ejotes.
Lunes los ejotes.
M-m-m, M-m-m.

Hoy es martes.
Hoy es martes.
¿Qué comer?
¿Qué comer?
Lunes los ejotes.
Martes los camotes.
M-m-m, M-m-m.

Hoy es miércoles.
Hoy es miércoles.
¿Qué comer?
¿Qué comer?
Martes los camotes.
Miércoles las fresas.
M-m-m, M-m-m.

Hoy es jueves.
Hoy es jueves.
¿Qué comer?
¿Qué comer?
Miércoles las fresas.
Jueves las cerezas.
M-m-m, M-m-m.

Hoy es viernes.
Hoy es viernes.
¿Qué comer?
¿Qué comer?
Jueves las cerezas.
Viernes el pescado.
M-m-m, M-m-m.

Hoy es sábado.
Hoy es sábado.
¿Qué comer?
¿Qué comer?
Viernes el pescado.
Sábado helado.
M-m-m, M-m-m.

Hoy es domingo.
Hoy es domingo.
¿Qué comer?
¿Qué comer?
Algo hay de todo,
y de este modo,
lunes los ejotes,
martes los camotes,
miércoles las fresas,
jueves ls cerezas,
viernes el pescado,
sábado helado.
¡Ay de mí, ay de mí!

**Animales:**

## EN LA FINCA MI PAPA

(Música: "Old MacDonald Had a Farm")

En la finca mi papá, E-I-E-I-O.
un pollito tiene ya, E-I-E-I-O.
Pío, pío, ¡sí! pío, pío, ¡no!
Brinca, sí; brinca, no.
Por aquí, por allá,
brincalo, bríncala,
en la finca de papá E-I-E-I-O.

Un perrito tiene ya, E-I-E-I-O.
Guau, guau, ¡sí! Guau, guau, ¡no!
Etc.

. . . . . . .

Un gatito tiene ya, E-I-E-I-O.
Miau, miau, ¡sí! miau, miau, ¡no!
Etc.

## MI GRANJA

Vengan a ver mi granja que es hermosa.
Vengan a ver mi granja que es hermosa.
El perrito hace así: guau-guau-guau.
El perrito hace así: guau-guau-guau.
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!

Vengan a ver mi granja que es hermosa.
Vengan a ver mi granja que es hermosa.
El gatito hace así, miau, miau, miau.
El gatito hace así, miau, miau, miau.
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!

Vengan a ver mi granja que es hermosa.
Vengan a ver mi granja que es hermosa.
El gatito hace así, miau, miau, miau.
El gatito hace así, miau, miau, miau.
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!

Vengan a ver mi granja que es hermosa.
Vengan a ver mi granja que es hermosa.
El gansito hace así, jaunc, jaunc, jaunc.
El gansito hace así, jaunc, jaunc, jaunc.
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!

Vengan a ver mi granja que es hermosa.
Vengan a ver mi granja que es hermosa.
El pollito hace así, pio, pio, pio.
El pollito hace así, pio, pio, pio.
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!
¡O va, camarad'!, ¡o va, camarad'! ¡O va, o va, o va!

## BINGO

Un perro grande tengo yo,
y ya se llama Bingo.
Un perro grande tengo yo,
y ya se llama Bingo.
B - I - N - G - O
B - I - N - G - O
B - I - N - G - O
Y ya se llama Bingo.

El Cumpleanos:

## EL CUMPLEANOS

Cumpleaños feliz,
cumpleaños feliz,
cumpleaños (nombre),
cumpleaños feliz.

¿Cuántos años tienes?
¿Cuántos años tienes?
¿Cuántos años (nombre)?
¿Cuántos años (nombre)?

Tengo __________ años.
Tengo __________ años.
Tengo __________ años.
Tengo __________ años.

¡Que los cumplas feliz!
¡Que los cumplas feliz!
¡Que los cumplas feliz!
¡Que los cumplas feliz!

Otras Canciones:

## LAS MAÑANITAS

Estas son las mañanitas
que cantaba el rey David,
a las muchachas bonitas
se las cantaba así:

¡Despierta, mi bien, despierta!
¡Mira que ya amaneció!
Ya los pajaritos cantan.
La luna ya se metió.

El día en que tu naciste nacieron todas las flores.
El día en que tu naciste cantaron los ruiseñores.
Ya viene amaneciendo, ya la luz del día nos vió.
Ya despierta, amiga mía, mira que ya amaneció.

## ME GUSTAN TODAS

Me gustan todas, me gustan todas,
me gustan todas en general. Pero esa rubia, pero esa rubia,
pero esa rubia me gusta más.

## LA VIBORA DE LA MAR

Vamos a jugar, vamos a jugar.
Vamos a jugar el juego de la víbora.
A la víbora, víbora de la mar,
de la mar;
por aquí pueden pasar.
Los delante corren mucho.
Los de atrás se quedarán, rán, rán.

## Appendix D

### **The Three Bears**

Booklet
Text for Beginning Students
Text for Intermediate Students

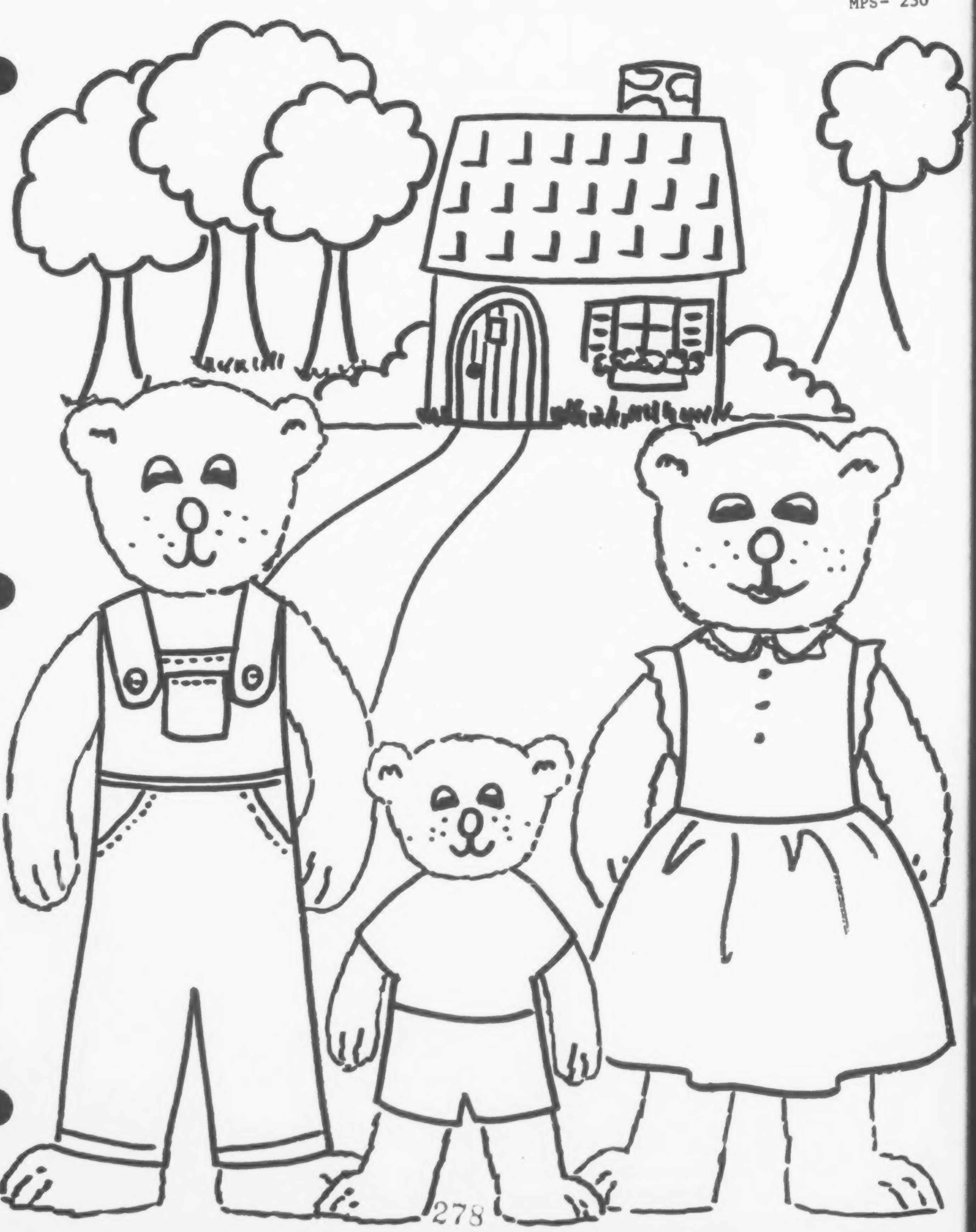
### Little Red Riding Hood--

Text for Intermediate Students

## Text for the Three Bears Color and Size Comparison Booklet

| | |
|---|---|
| Picture of House | The Three Bears live in a house.<br>The house is in the forest.<br>In the forest there are many green trees.<br>The house of the Three Bears is white.<br>The chimney is red.<br>The roof is also red.<br>The door is green.<br>The windows (shutters) are also green. |
| Picture of Bears in Forest | The Three Bears take a walk in the forest.<br>In the forest there are many trees.<br>The trees are green.<br>The branches are black.<br>Papa Bear is wearing a red shirt.<br>Baby Bear is wearing a yellow outfit. |
| Picture of Goldilocks | Here is Goldilocks.<br>The girl has blonde hair and blue eyes.<br>She has a red ribbon in her hair.<br>She is wearing a blue and white skirt.<br>She is wearing black shoes.<br>She is wearing red socks. |
| Picture of Table and Bowls | On the table there are three bowls.<br>The big bowl is blue.<br>The middle bowl is red.<br>The little bowl is yellow.<br>The girl tastes the soup from the little bowl. |
| Picture of Chairs | In the house there are three chairs.<br>The big chair is blue.<br>The middle chair is red.<br>The little chair is yellow.<br>The girl sits on the little chair. |
| Picture of Beds | In the house there are three beds.<br>The big bed is blue.<br>The middle bed is red.<br>The little bed is yellow.<br>The girl sleeps on the little bed. |
| Picture of Baby Bear | The little bear is black.<br>He is wearing a white shirt and yellow pants.<br>The little bear is crying.<br>He is hungry and there is no soup in the little bowl. |

The remaining pictures can be used as visuals for story telling.



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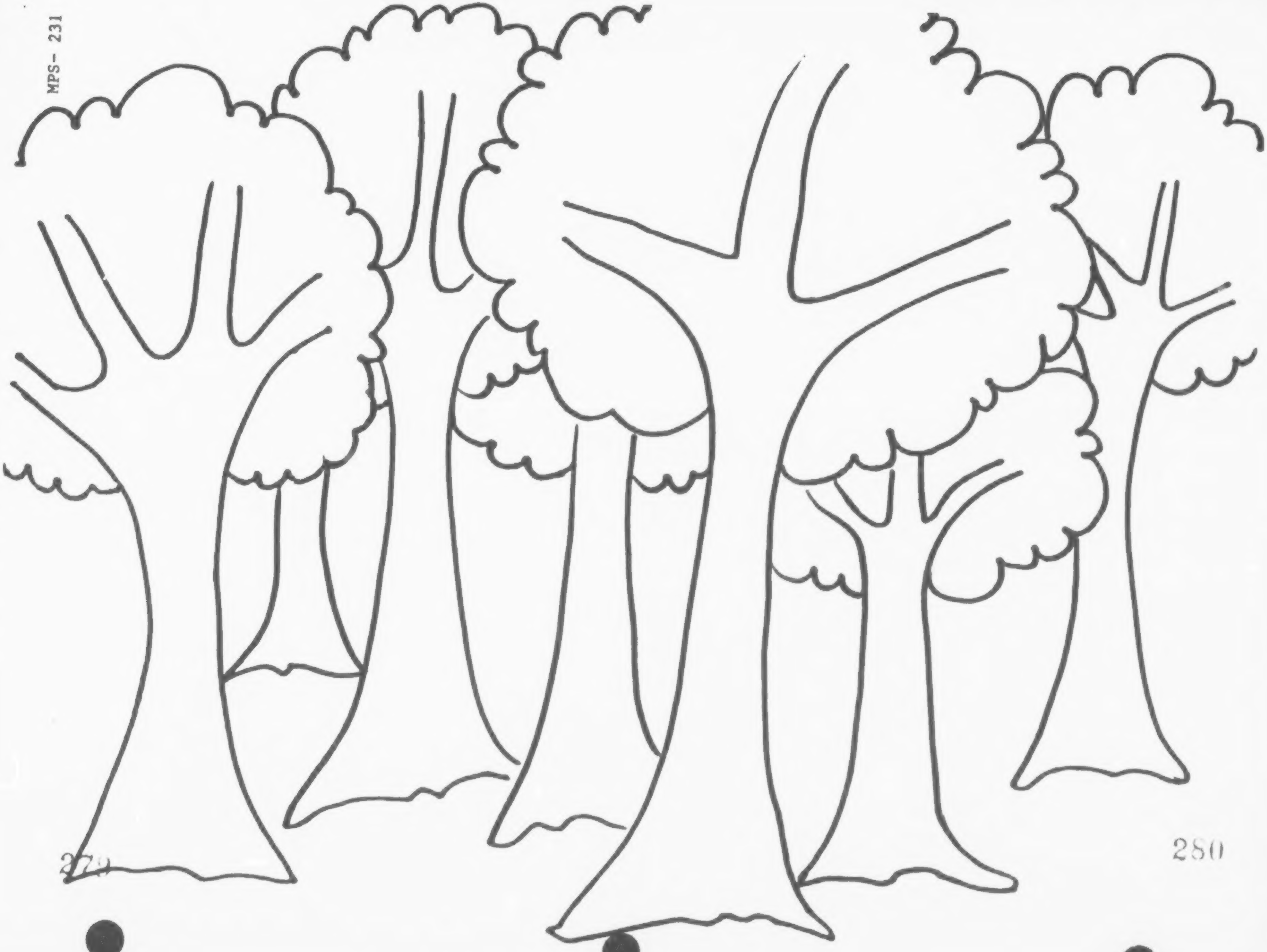

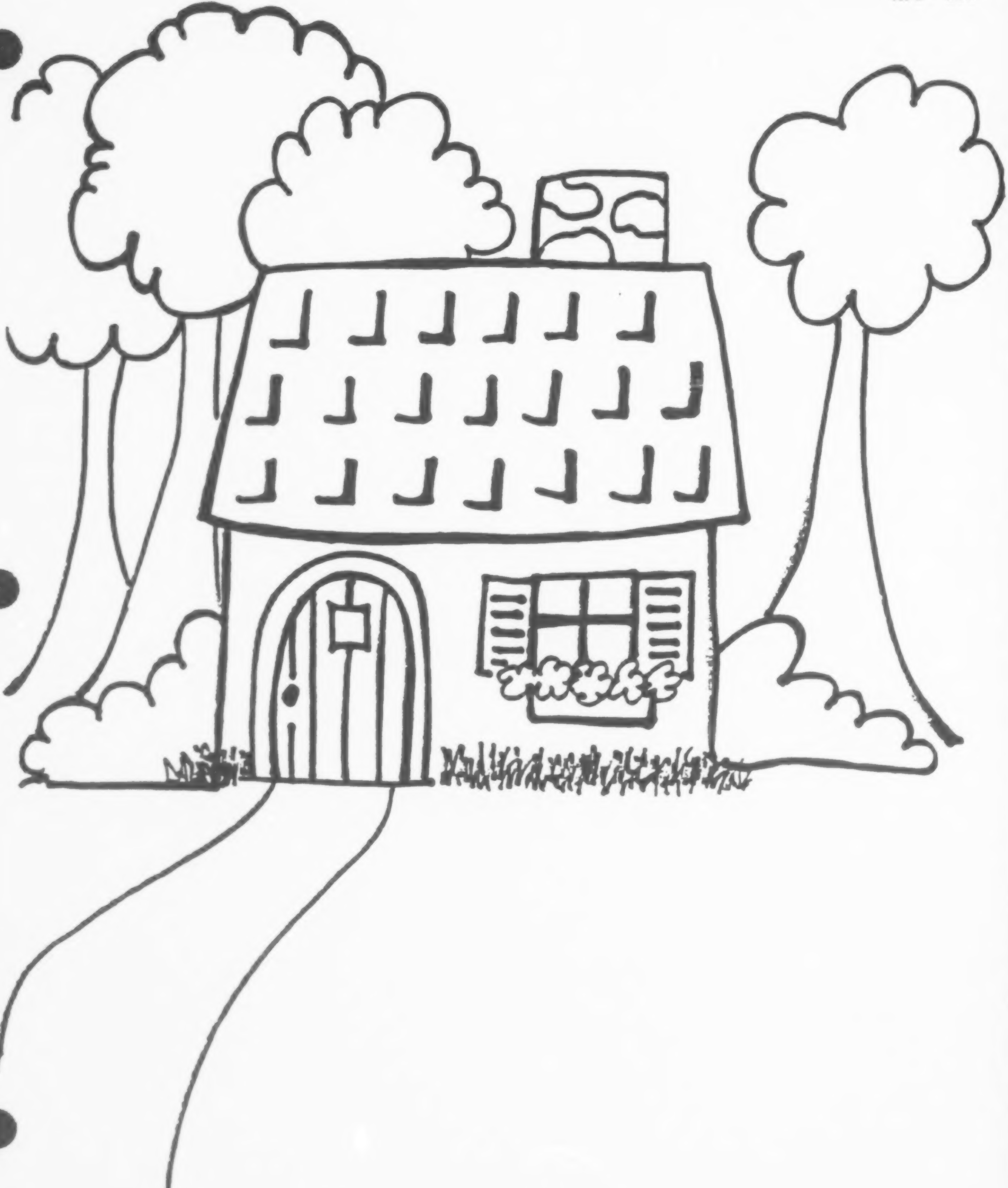

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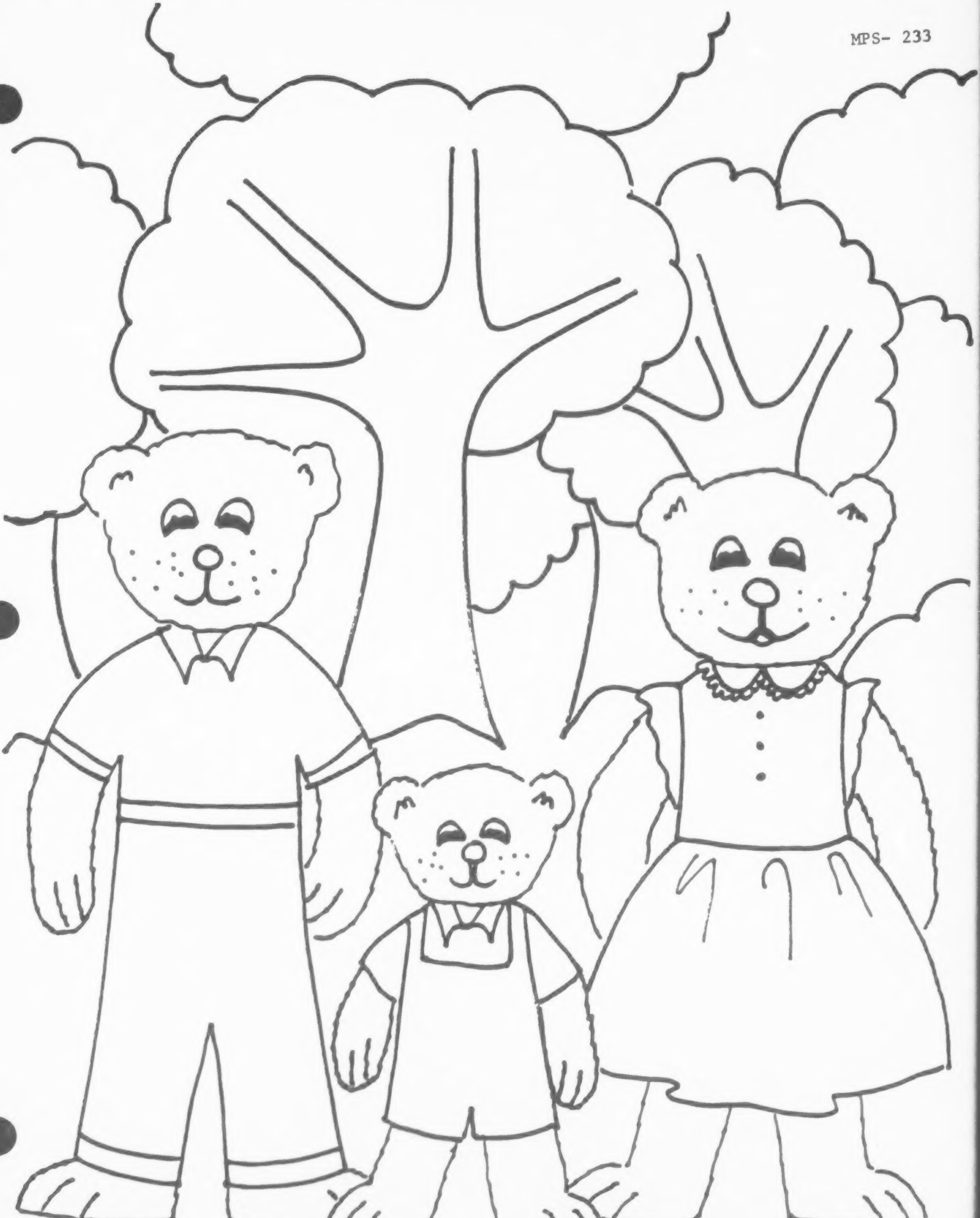
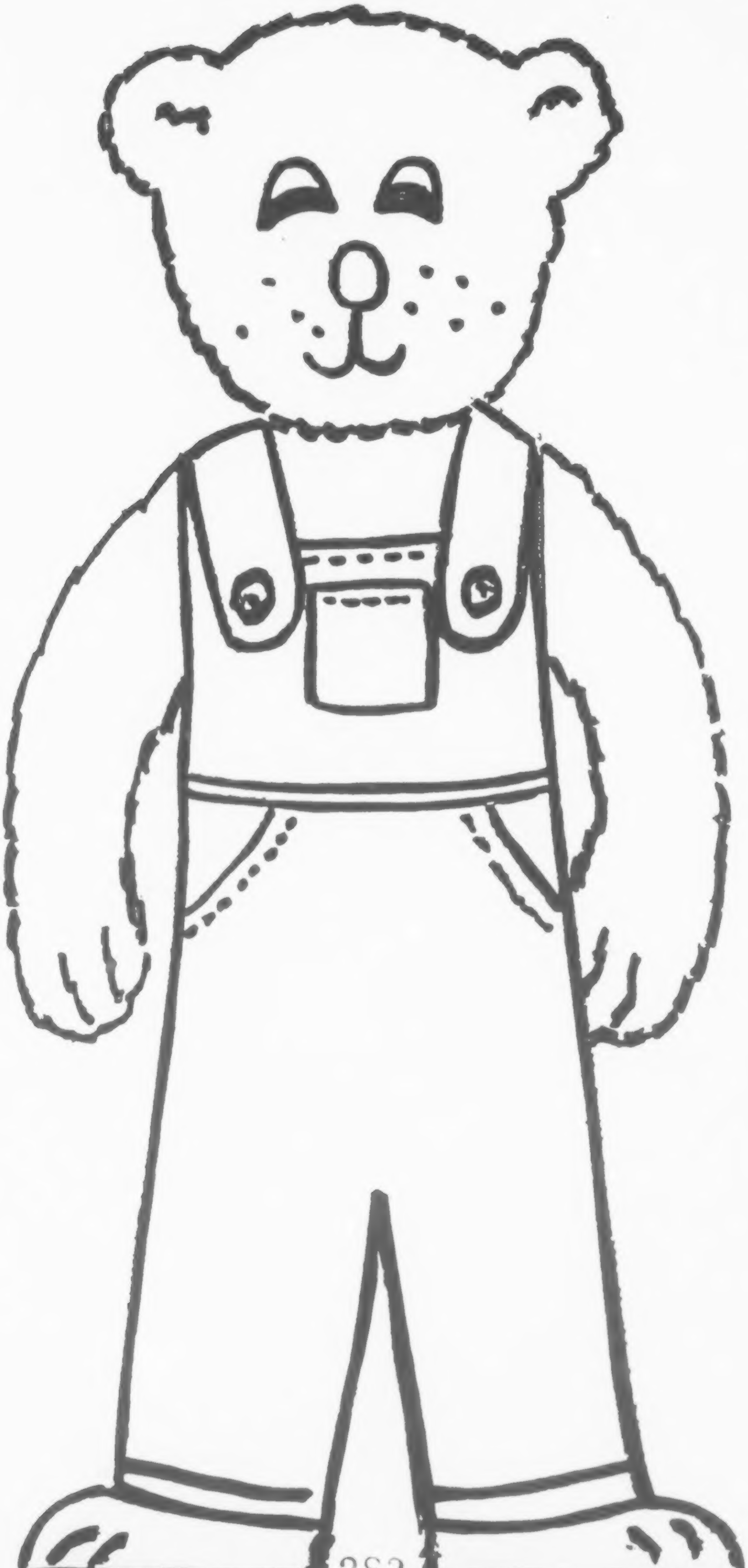
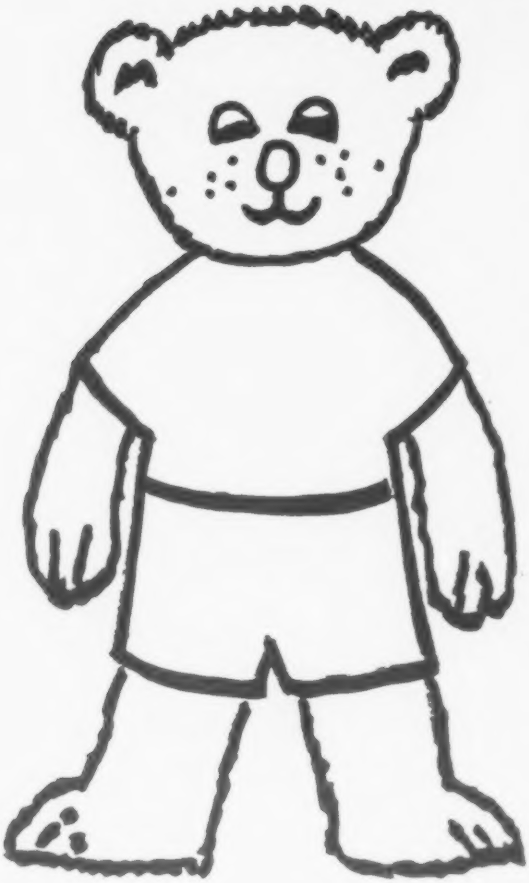
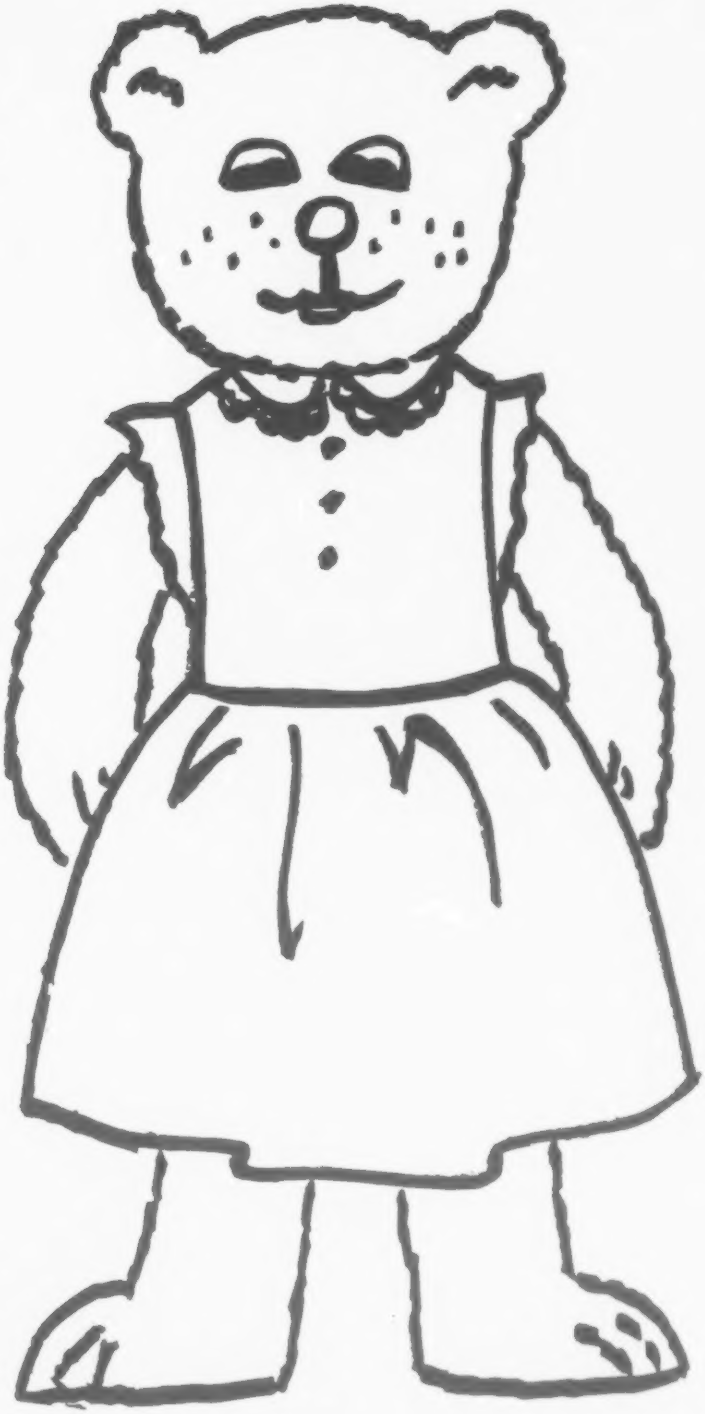
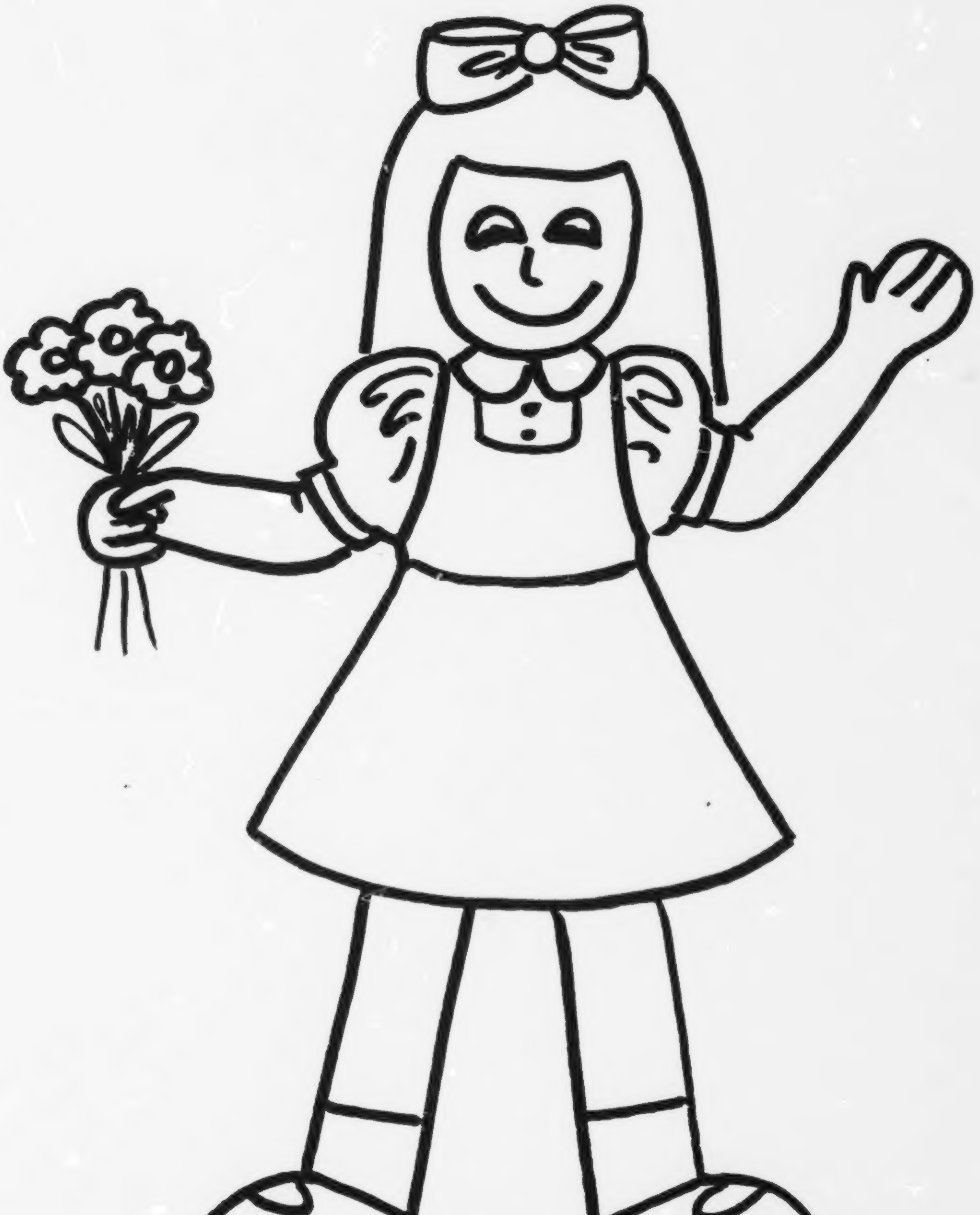
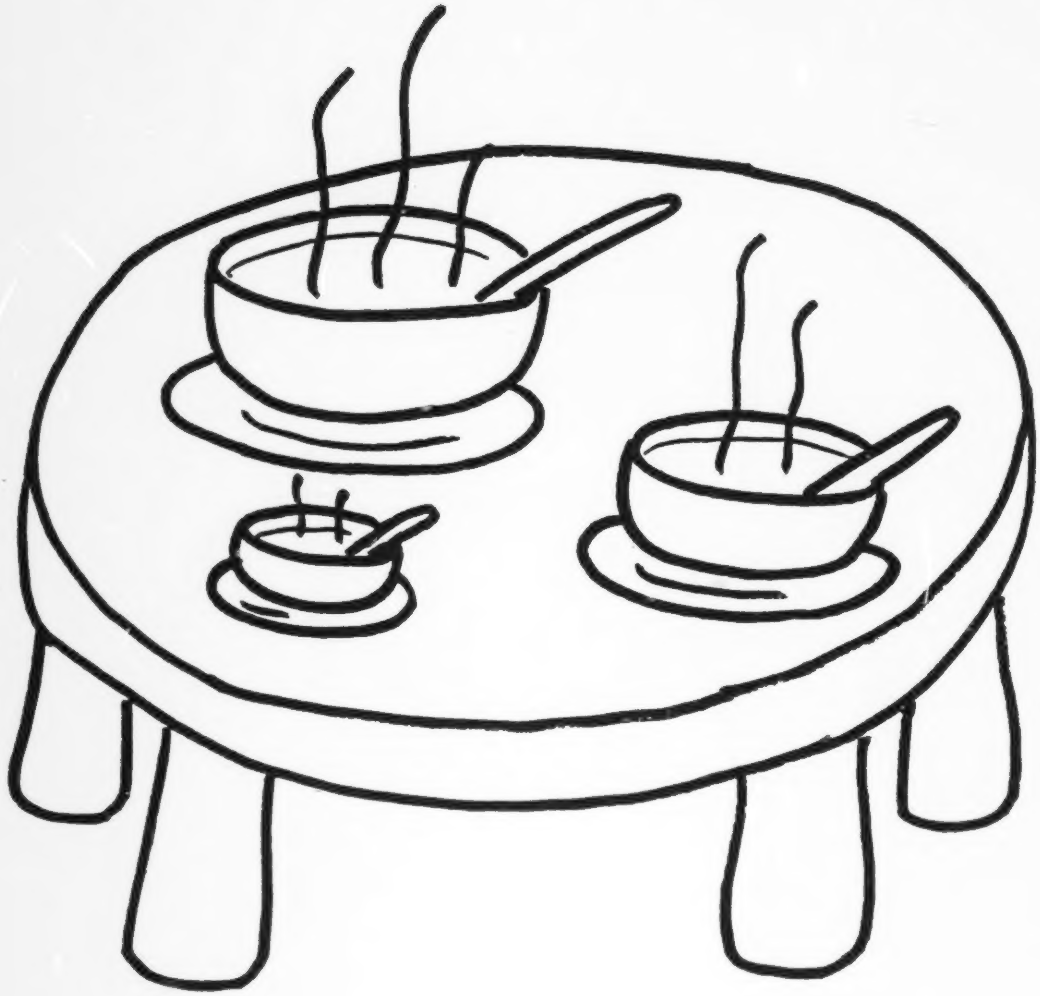


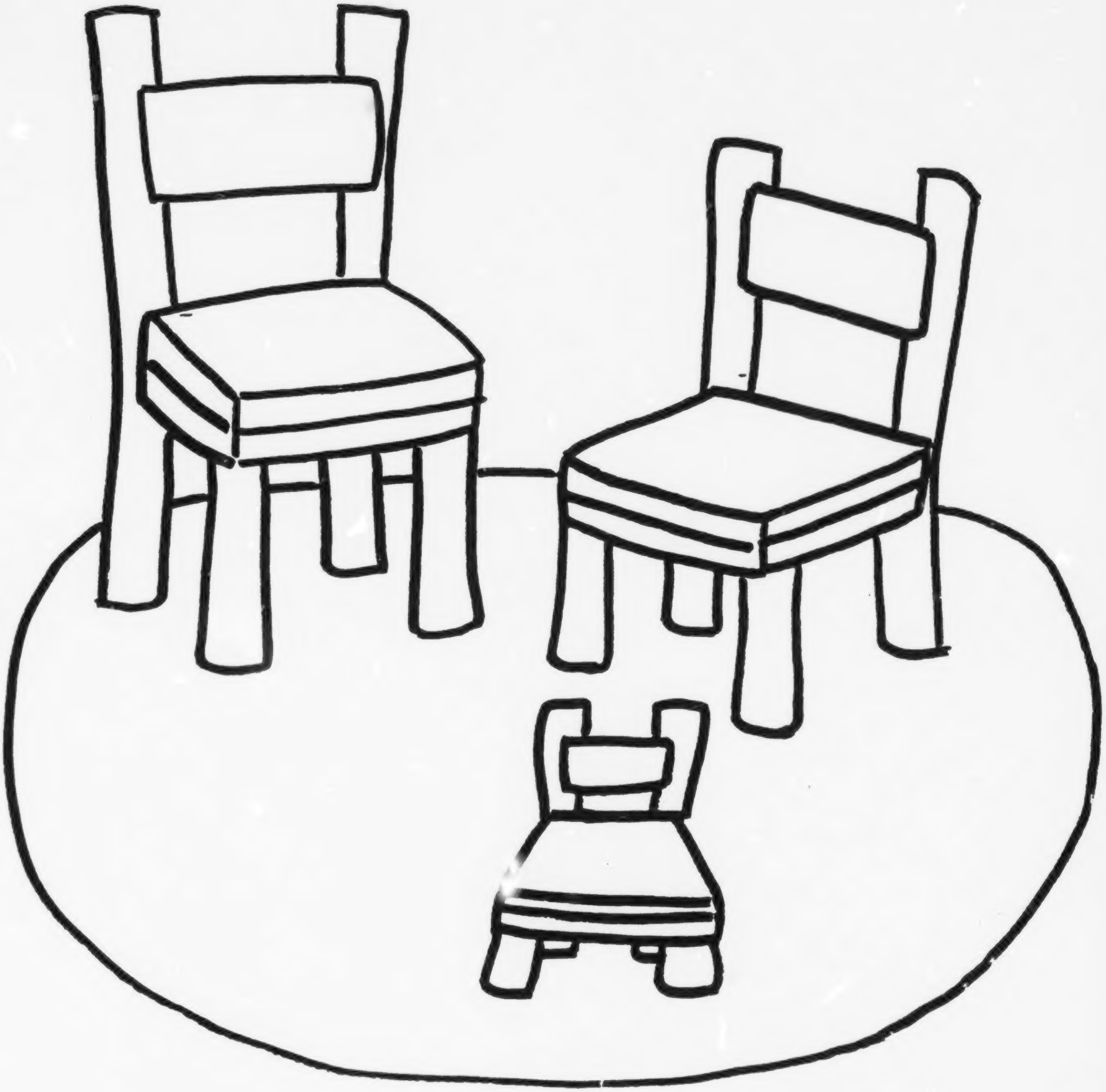


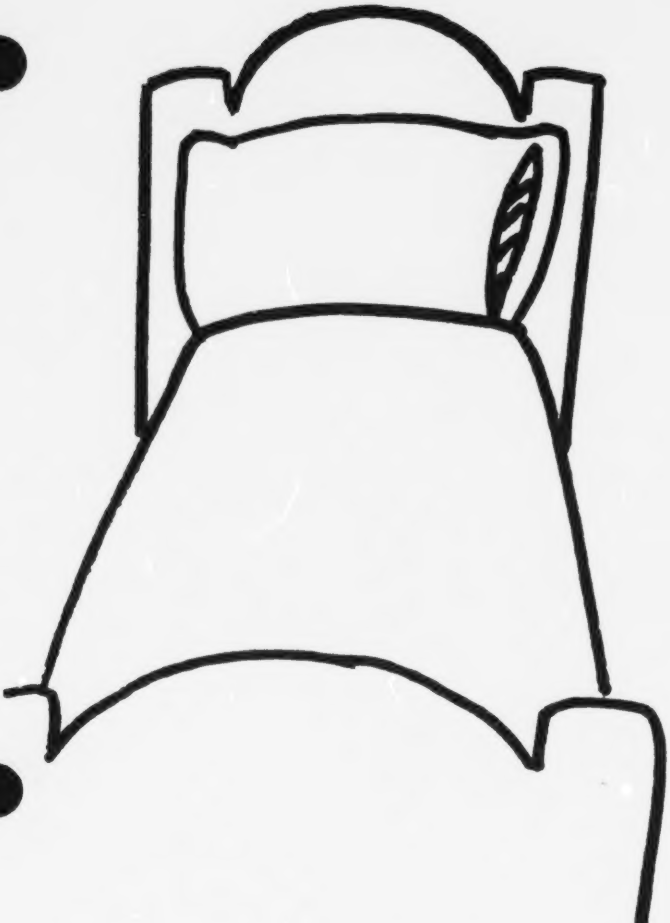


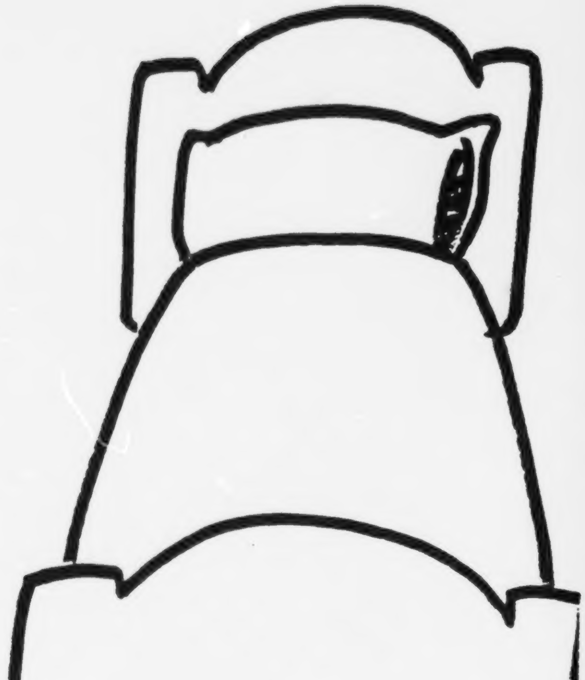


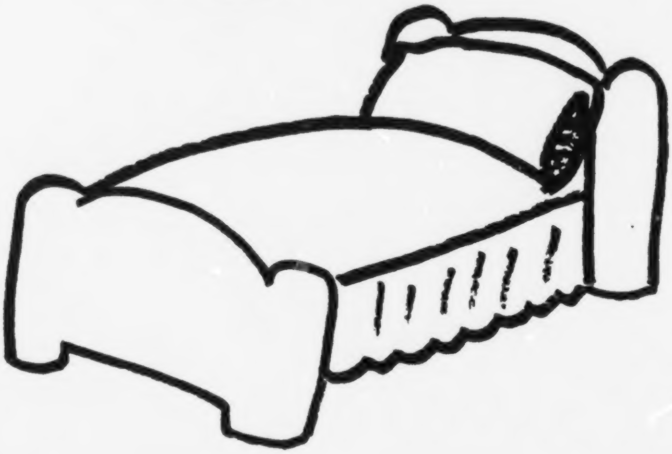


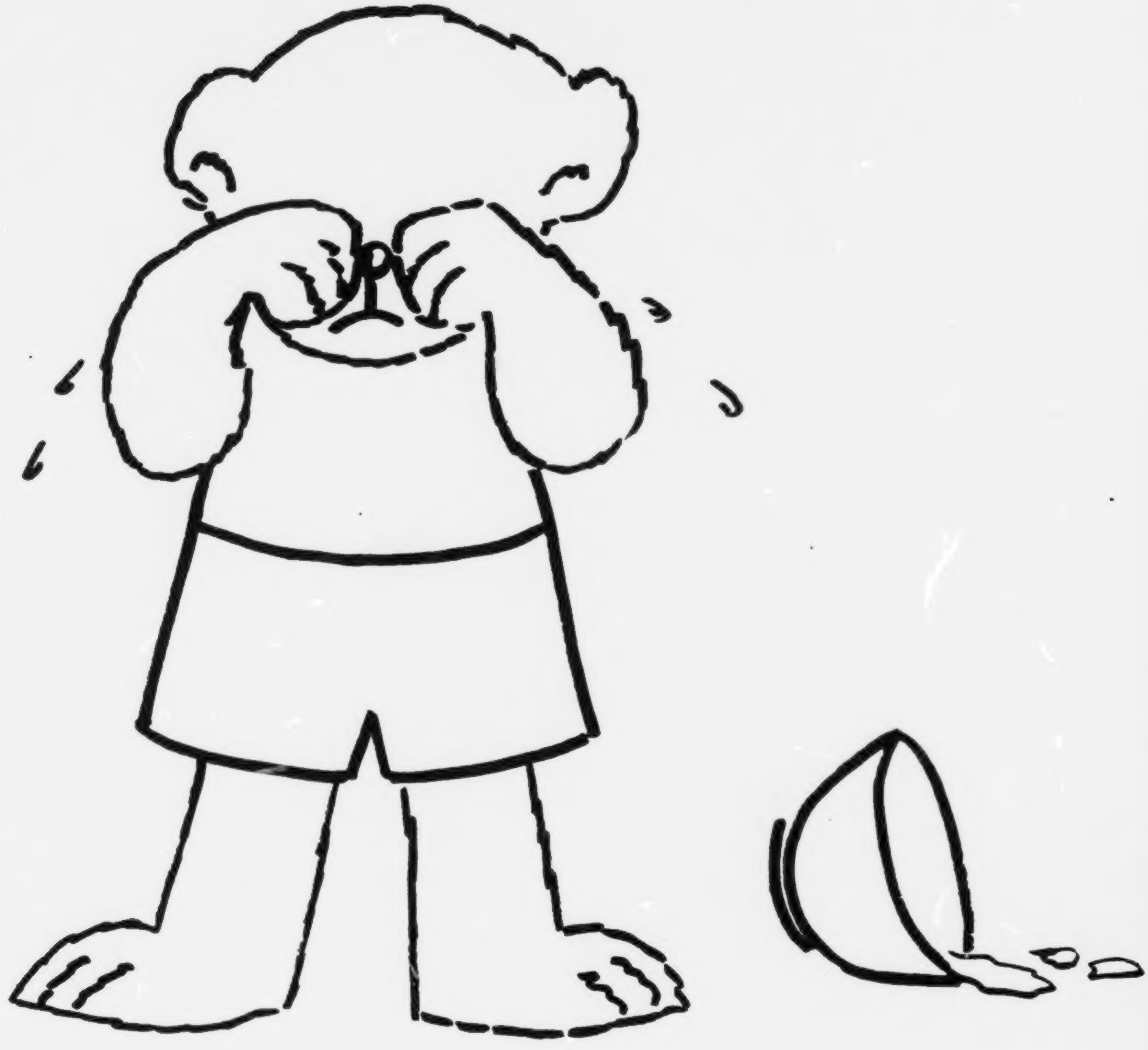




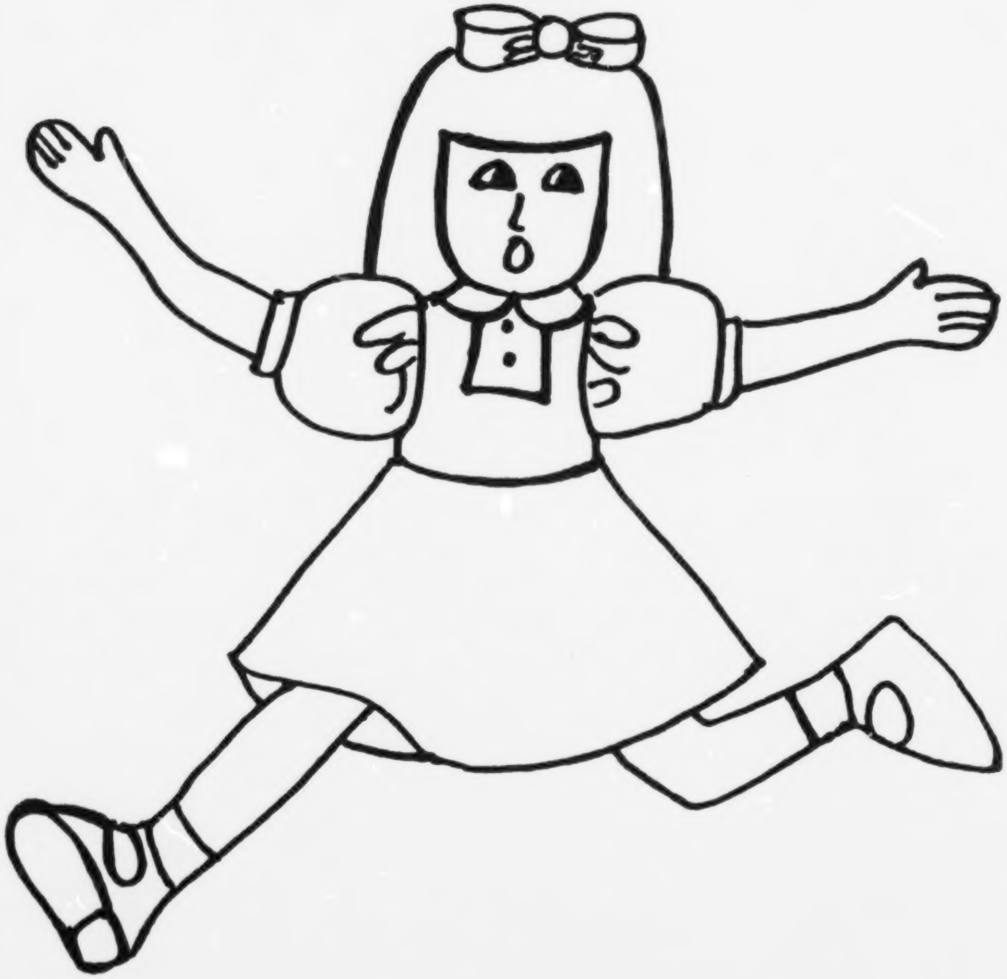








MPS- 242



290

291

# LOS TRES OSOS

En una casa situada en un bosque viven tres osos: el papá oso, la mamá osa, y el oso pequeño.

En la casa hay tres camas. Una cama grande para el oso grande, una cma mediana para la osa mediana, y una cama pequeña para el oso pequeño.

Hay también en la casa tres sillas. Hay una silla grande, una silla mediana y una silla pequeña.

Hay también en la casa tres platos y tres cucharas. Un plato grande y una cuchara grande, un plato mediano y una cuchara mediana y un plato pequeño y una cuchara pequeña.

Un día el oso grande dice:

--Tengo mucha hambre.

La osa mediana dice:

--Sí, tengo mucha hambre.

El oso pequeño dice:

--Sí, sí, tengo mucha hambre tambien.

La mamá osa prepara la avena.

La mamá osa dice:

--Para el oso grande, mucha avena. Para mí, menos avena. Para el oso pequeño, poquita avena. ¡Vengan a comer! ¡Vengan a comer!

Entonces el oso grande toma la cuchara grande, prueba la avena y dice:

--¡La avena está caliente!

La osa mediana dice:

--¡Sí, la avena está muy caliente!

El oso pequeño dice:

--¡Sí, sí, la avena está muy caliente!

El oso grande dice:

--Vamos a dar un paseo por el bosque.

La osa mediana dice:

--Sí, vamos a dar un paseo por el bosque.

El oso pequeño dice:

--Sí, sí, vamos a dar un paseo por el bosque.

Los tres osos van de paseo al bosque, dejando la puerta de la casa abierta y la avena en la mesa.

Una niña entra a la casa de los osos y ve los platos en la mesa.

El oso pequeno dice:

--¡Si! ¡Si! ¡Alguien ha entrado aquí y ha roto mi silla!

Entonces los osos miran sus camas y el oso grande dice:

--Alguien ha entrado aquí y se ha acostado en mi cama.

La osa mediana dice:

--Sí, sí, alguien ha entrado aquí y se ha acostado en mi cama también.

El oso pequeño dice:

--¡Mama! ¡Papa! ¡Vengan pronto! ¡Vengan pronto! ¡Una niña está en mi cama!

El oso grande dice:

--¡Ah! ¡Esta niña es bonita!

La osa mediana dice:

--¡Sí, esta niña es bonita!

El oso pequeño dice:

--¡Sí, sí, esta niña es bonita!

La niña brinca de la cama ya corre por el bosque, llega a su casa, y no vuelve nunca a la casa de los tres osos.

Colorín, colorado que este cuento se ha terminado. Y el que no se levante, se queda pegado.

# CAPERUCITA ROJA

En una casa situada en el bosque vivía una nina con su mamá y su papá. La niña se llamaba Caperucita Roja.

Al otro lado del bosque vivía su abuelita.

Un día, la mamá llamó a la niña: Caperucita Roja, Caperucita Roja.

Caperucita: Sí, mamá.

La madre: Caperucita Roja, tu abuelita está enferma. Toma esta cesta de comida y llévasela.

Caperucita: Sí, mamá.

La madre: ¡Pero mucho cuidado! No te pares en el camino porque hay un lobo en el bosque.

Caperucita: Sí, mamá.

Y la niña corrió al bosque con la cesta de comida. En el bosque el lobo estaba sentado al lado del camino.

Cuando el lobo vió a la nina, le dijo: Buenos días, nina. ¿A dónde vas?

Caperucita: Voy a la casa de mi abuelita a llevarle esta cesta de comida.

El lobo: ¡Ah! ¿Está enferma tu abuelita?

Caperucita: Sí.

El lobo: ¿Dónde vive tu abuelita?

Caperucita: Mi abuelita vive al otro lado del bosque.

El lobo: Ah, sí, muy buenos días, nina, adiós.

Y la niña continuó su camino. El lobo corrió por el bosque a la casa de la abuelita. El lobo llamó a la puerta de la casa.

La abuelita: ¿Quién llama?

El lobo: Soy yo. Soy Caperucita Roja. Te traigo una cesta de comida.

La abuelita: Entra.

El lobo entró a la casa.

El lobo: ¡Tengo hambre!

La abuelita: ¡Ay! ¡Ay! ¡Tengo mucho miedo ... usted es el lobo!

Al momento la abuelita saltó de la cama y corrió por el bosque.

En seguida, el lobo se metió en la cama de la abuela.

Caperucita Roja llegó a la casa y llamó a la puerta.

Caperucita: ¡Abuelita!

El lobo: ¿Quién llama?

Caperucita: Soy yo. Tengo una cesta de comida.

El lobo: Entra.

Caperucita entró a la casa y el lobo, vestido con la ropa de la abuelita, se escondió en la cama.

Caperucita: Buenos días. Aquí está la cesta de comida.

El lobo: Muchas gracias, Caperucita Roja.

Caperucita: Ay, abuela, está usted muy enferma.

El lobo: Sí, niña.

Caperucita: ¿Porqué tiene usted los ojos tan grandes?

El lobo: Para ver a mi niña.

Caperucita: ¿Porqué tiene usted las orejas tan grandes?

El lobo: Para oír a mi niña.

Caperucita: ¿Porqué tiene usted los dientes tan enormes?

El lobo: ¡Para COMER A MI NIÑA!

Caperucita: ¡Ay! ¡Ay! ¡Usted es el lobo! ¡Tengo mucho miedo! ¡Socorro! ¡Socorro!

En ese momento, la abuela volvió del bosque con el padre de Caperucita y su perro. El padre entró a la casa con su perro.

El lobo: ¡Socorro! ¡Es un perro! ¡Socorro!

El lobo corrió por el bosque y nunca, nunca, nunca volvió a la casa de la abuela.

Colorin, colorado que este cuento se ha terminado. Y el que no se levante, se queda pegado.

# Appendix E

## Spanish
## Wordsearch and
## Crossword Puzzle Activities

18
3
20
14
5
2
16

# LOS NUMEROS

B D M C T G U Q N Q S B N Q U F Q X H
D O Q T R G N I Z T S Q N K H J J J K
O C U A T R O W F D I E C I N U E V E
D E I S V B O U D I E C I O C H O G J
P F N D V T T O I E T I C O S N W R I
M N C A T O R C E C E N K Y Z I A I S
T R E C E N E H C I T C C H N K S M D
S A X X N C S O I S D O S I L U U O A
U O Q O U E R H S I U Y G A S S K C G
D A V V E I N T E E S H S C E D O D O
F M I G V V T Q I T C T W T K D P Z M
J M D I E Z M Q S E I S K P U Z X Q C

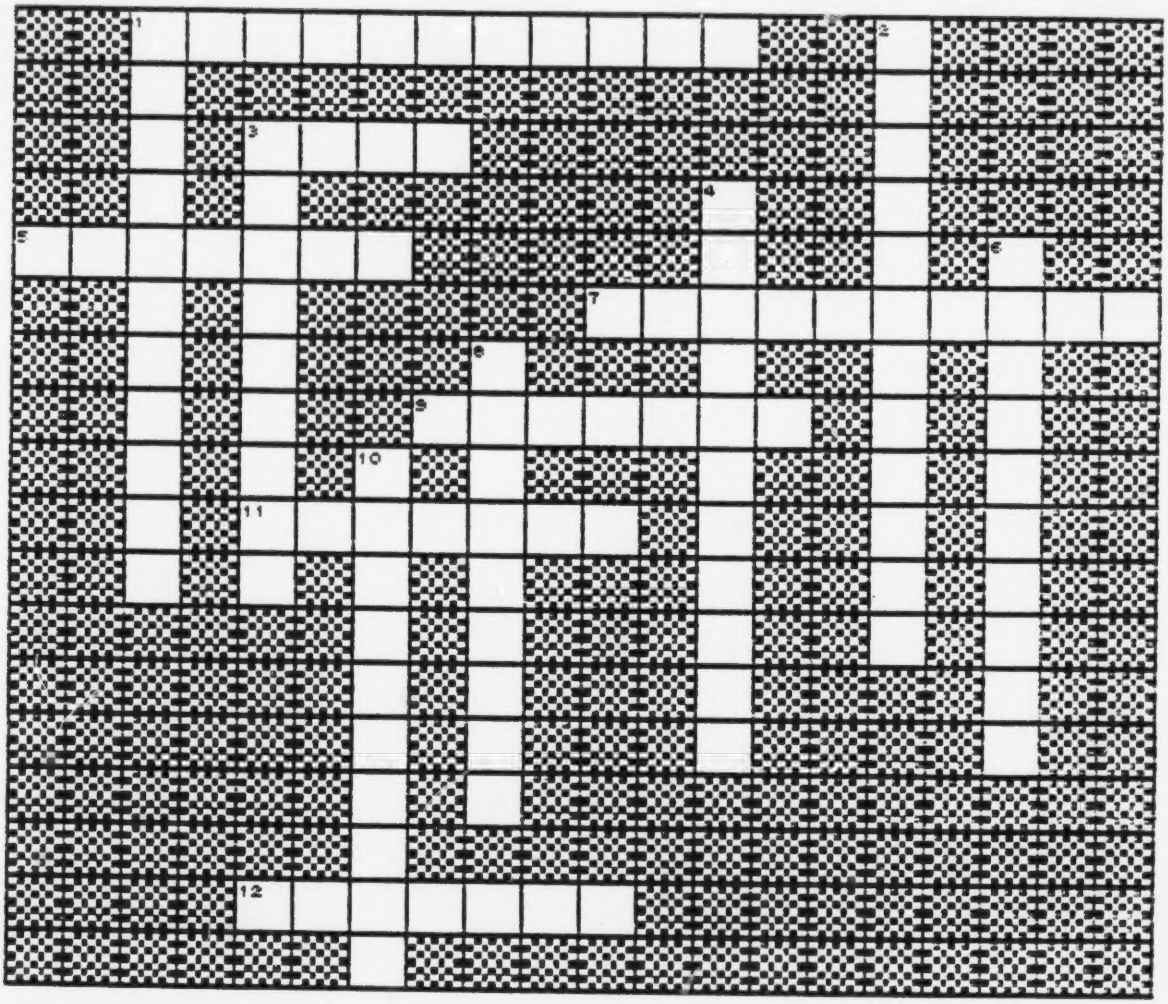
Busca Las Palabras

DIECINUEVE
DIECISEIS
QUINCE
NUEVE
DOCE
OCHO
DOS

DIECISIETE
CATORCE
CUATRO
SIETE
ONCE
SEIS
UNO

DIECIOCHO
VEINTE
TRECE
CINCO
DIEZ
TRES

# LOS NUMEROS 20-100


1
2
3
4
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6
7
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11
12

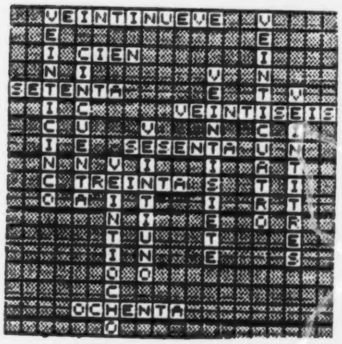
## ATRAVES

1. 29 3. 100 5. 70 7. 26 9. 60 11. 30 12. 80

## ABAJO

2. 24 3. 50 4. 27 6. 23 8. 21 10. 28

# LOS NUMEROS 20-100



| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | V | E | I | N | T | I | N | U | E | V | E | | | V | | | | |
| | | E | | | | | | | | | | | | | E | | | | |
| | | I | | C | I | E | N | | | | | | | | I | | | | |
| | | N | | I | | | | | | | | V | | | N | | | | |
| S | E | T | E | N | T | A | | | | | | E | | | T | | V | | |
| | | I | | C | | | | | | V | E | I | N | T | I | S | E | I | S |
| | | C | | U | | | | V | | | | N | | | C | | I | | |
| | | I | | E | | | S | E | S | E | N | T | A | | U | | N | | |
| | | N | | N | | V | | I | | | | I | | | A | | T | | |
| | | C | | T | R | E | I | N | T | A | | S | | | T | | I | | |
| | | O | | A | | I | | T | | | | I | | | R | | T | | |
| | | | | | | N | | I | | | | E | | | O | | R | | |
| | | | | | | T | | U | | | | T | | | | | E | | |
| | | | | | | I | | N | | | | E | | | | | S | | |
| | | | | | | O | | O | | | | | | | | | | | |
| | | | | | | C | | | | | | | | | | | | | |
| | | | | O | C | H | E | N | T | A | | | | | | | | | |
| | | | | | | O | | | | | | | | | | | | | |

## Answer Key for:

### LOS NUMEROS

```
. D . . . . U . . . . . . . . . . . .
. O Q . . . N . . . S . . . . . . . .
. C U A T R O . . D I E C I N U E V E
. E I . . . . . D I E C I O C H O . .
. . N . . . T O I E T I . . . . . . .
. . C A T O R C E C E N . . . . . . .
T R E C E N E H C I . C . . . . . . .
. . . . N C S O I S D O S . . . . . .
. . . . U E . . S I . . . . . . . . .
. . . V E I N T E E . . . . . . . . .
. . . . V . . . I T . . . . . . . . .
. . D I E Z . . S E I S . . . . . . .
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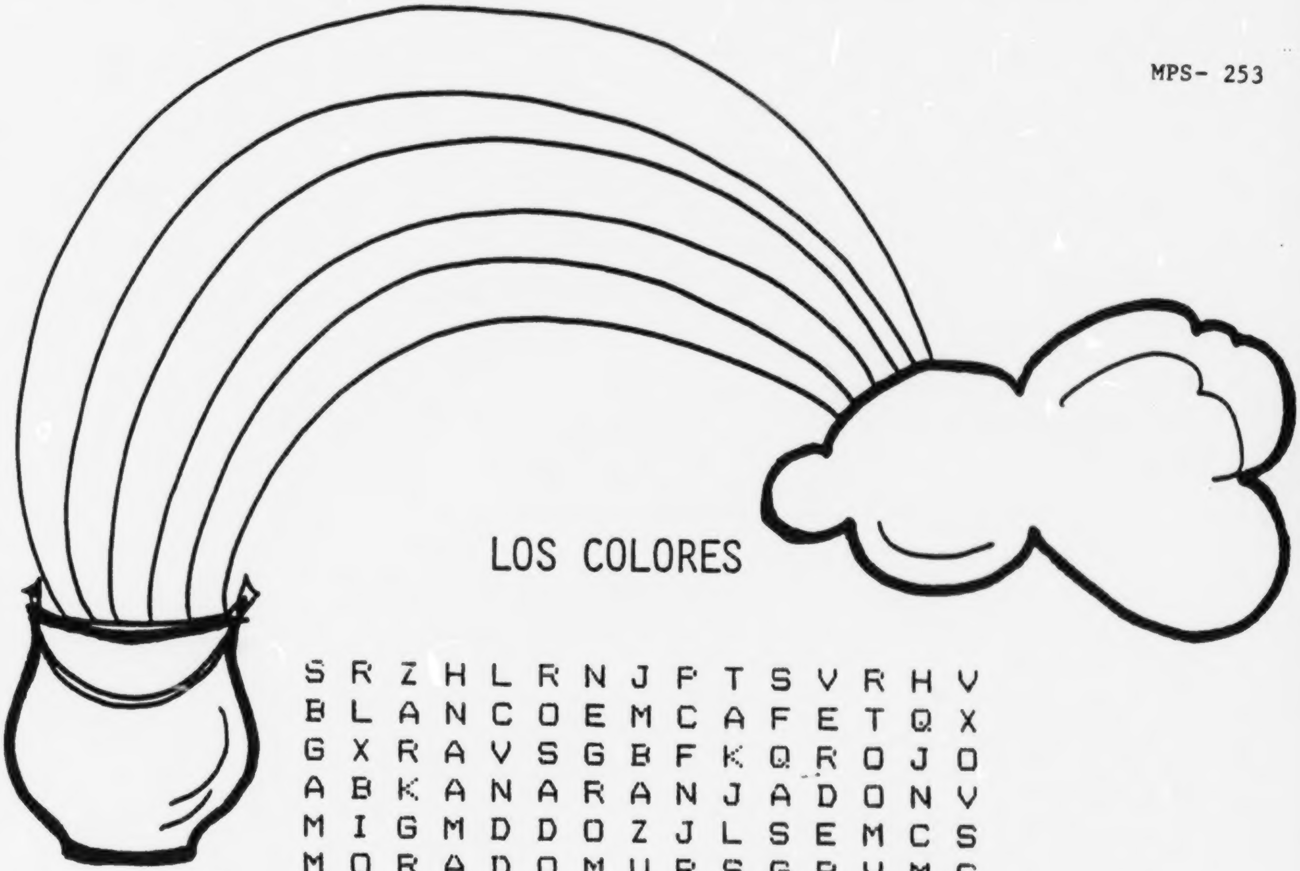

# LOS COLORES

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | R | Z | H | L | R | N | J | P | T | S | V | R | H | V |
| B | L | A | N | C | O | E | M | C | A | F | E | T | Q | X |
| G | X | R | A | V | S | G | B | F | K | Q | R | O | J | O |
| A | B | K | A | N | A | R | A | N | J | A | D | O | N | V |
| M | I | G | M | D | D | O | Z | J | L | S | E | M | C | S |
| M | O | R | A | D | O | M | U | R | S | G | P | V | M | C |
| V | S | I | R | F | M | J | L | Q | D | Q | L | H | F | T |
| V | W | S | I | J | O | R | Q | K | I | U | R | F | N | J |
| C | O | M | L | Y | N | C | G | Z | G | P | U | Q | P | D |
| X | Q | M | L | R | O | J | X | H | V | W | Y | M | M | Z |
| J | L | G | O | E | G | I | S | I | M | X | Z | H | K | E |

Busca Las Palabras

ANARANJADO
BLANCO
VERDE
AZUL

AMARILLO
MORADO
GRIS
ROJO

ROSADO
NEGRO
CAFE

## Answer Key for:

### LOS COLORES

```
. . . . . R N . . . . V . . .
B L A N C O E . C A F E . . .
. . . . . S G . . . . R O J O
. . . A N A R A N J A D O . .
. . G M . D O Z . . . E . . .
M O R A D O . U . . . . . . .
. . I R . . . L . . . . . . .
. . S I . . . . . . . . . . .
. . . L . . . . . . . . . . .
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. . . O . . . . . . . . . . .
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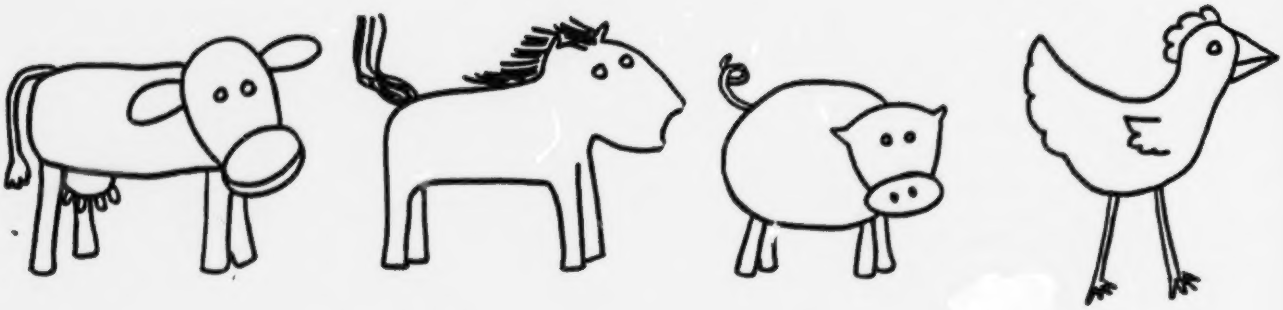

# LOS ANIMALES

W V B Z J T A L I W Y C N
G A U U R R P D G F U B E
E C U M Q C E R D O V G S
P A J A R O G E O X M I U
N C X X D N A Y K C J Z H
F T I G R E L E F A N T E
N T A Z W J L K W B T I W
I G P M M O I S N A P Z P
P A T O C Q N U A L E O N
V T A N I M A L N L Z O I
D O H O O P E R R O S O M

Busca Las Palabras

ELEFANTE
CONEJO
TIGRE
MONO
VACA
PEZ

GALLINA
PAJARO
CERDO
LEON
GATO

CABALLO
ANIMAL
PERRO
PATO
OSO

MPS- 256

## Answer Key for:

### LOS ANIMALES

```
. V . . . . . . . . . . .
. A . . . . . . . . . . .
. C . . . C E R D O . . .
P A J A R O G . . . . . .
. . . . . N A . . C . . .
. T I G R E L E F A N T E
. . . . . J L . . B . . .
. G . M . O I . . A P . .
P A T O . . N . . L E O N
. T A N I M A L . L Z . .
. O . O . P E R R O S O .
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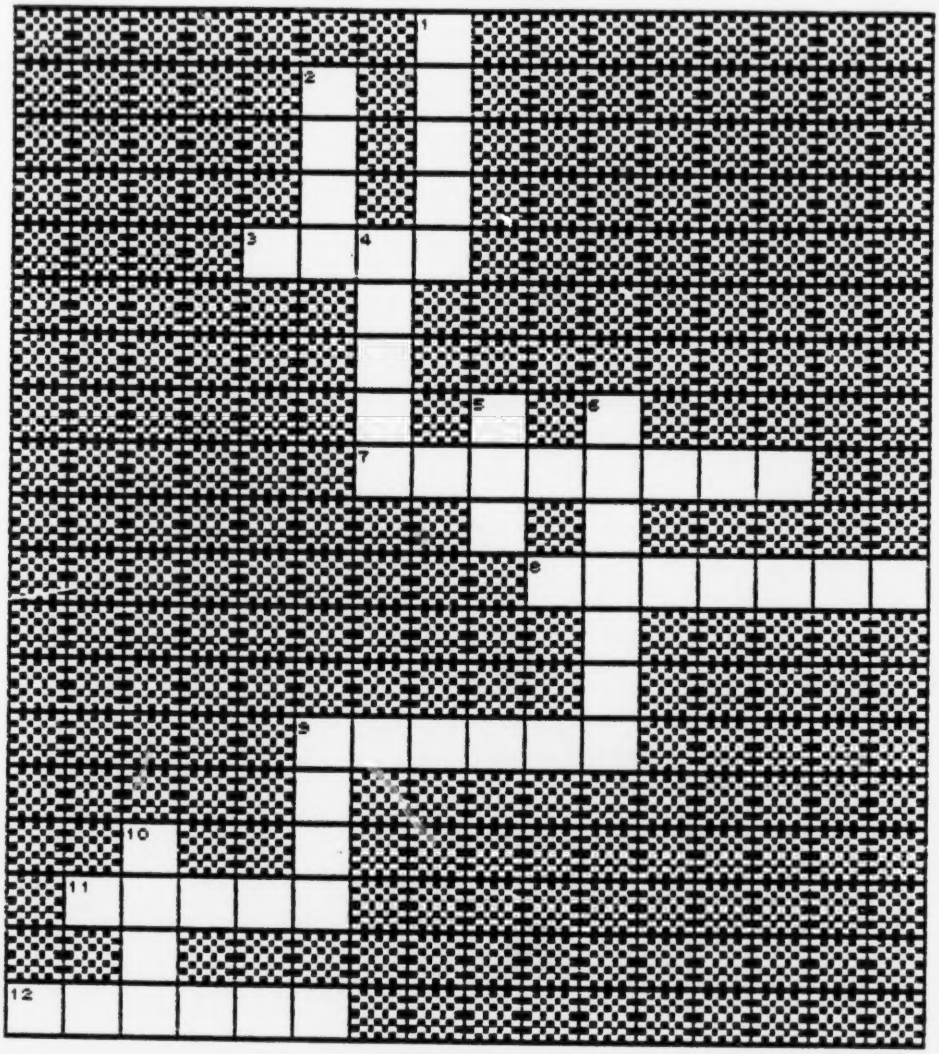
# LOS ANIMALES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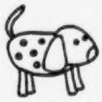
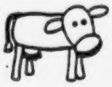
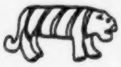
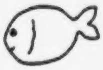
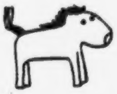
## Abajo

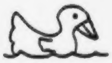
1 

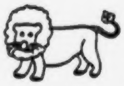
2 

4 

5 

6 

9 

10 

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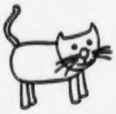
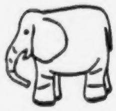
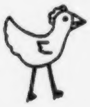
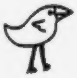
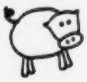
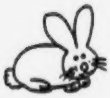
3 

7 

8 

9 

11 

12 

## LOS ANIMALES

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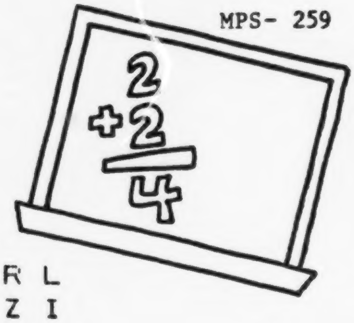
| | | | | | C | | R | | | | | | | | |
| | | | | G | A | T | O | | | | | | | | |
| | | | | | | I | | | | | | | | | |
| | | | | | | G | | | | | | | | | |
| | | | | | | R | | P | | C | | | | | |
| | | | | | | E | L | E | F | A | N | T | E | | |
| | | | | | | | | Z | | B | | | | | |
| | | | | | | | | | G | A | L | L | I | N | A |
| | | | | | | | | | | L | | | | | |
| | | | | | | | | | | L | | | | | |
| | | | | | P | A | J | A | R | O | | | | | |
| | | | | | A | | | | | | | | | | |
| | | L | | | T | | | | | | | | | | |
| | C | E | R | D | O | | | | | | | | | | |
| | | O | | | | | | | | | | | | | |
| C | O | N | E | J | O | | | | | | | | | | |

Sticky
Stuck



# LA ESCUELA

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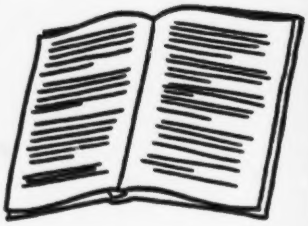
T K E I E C S D T X J J Y Y G Z I
W O E E R P L L Y R G C R F P W B
W K Y U E Z V D A F P W F V I X R
Z K S W Q S L I R P A M C E S T O
G N I L A N P A H I R C G N O G B
L P L U M A A O F Z E V G T I Z A
M Q L Z U U P E G A D U R A T O P
C R A Y O N E S K R J M N N V A N
B I X C W Y L C K R T J L A P I Z
D B B A N D E R A O I F A K X S W
O T G P H N T I W N F T C Q F E G
G A C P U P I T R E B V N R F X K
D B X U P M J O G M W E S S Q G A
O M S S P U E R T A U D X Z H Q I
V J V M G O R I T Y Q M D C O W A
V H P M E S A O U B V Z D W O Z U
Z U H U L X S K K H X Y M A G N P



Busca Las Palabras

ESCRITORIO
PIZARRON
VENTANA
CESTO
PAPEL
LIBRO
TIZA

PEGADURA
BANDERA
TIJERAS
PARED
PLUMA
PISO
LUZ

CRAYONES
PUPITRE
PUERTA
SILLA
LAPIZ
MESA

## Answer Key for:

### LA ESCUELA

```
. . . . . . . . . . . . . . . . L
. . . . . . . . . . . . . . . . I
. . . . . . . . . . . . . . P . B
. . . . . . . . . . P . . V I . R
. . S . . . . . . P A . C E S T O
. . I L . . P . . I R . . N O . .
. P L U M A A . . Z E . . T I Z A
. . L Z . . P E G A D U R A . . .
C R A Y O N E S . R . . . N . . .
. . . . . . L C . R . . L A P I Z
. . B A N D E R A O . . . . . . .
. . . . . . T I . N . . . . . . .
. . . P U P I T R E . . . . . . .
. . . . . . J O . . . . . . . . .
. . . . P U E R T A . . . . . . .
. . . . . . R I . . . . . . . . .
. . . M E S A O . . . . . . . . .
. . . . . . S . . . . . . . . . .
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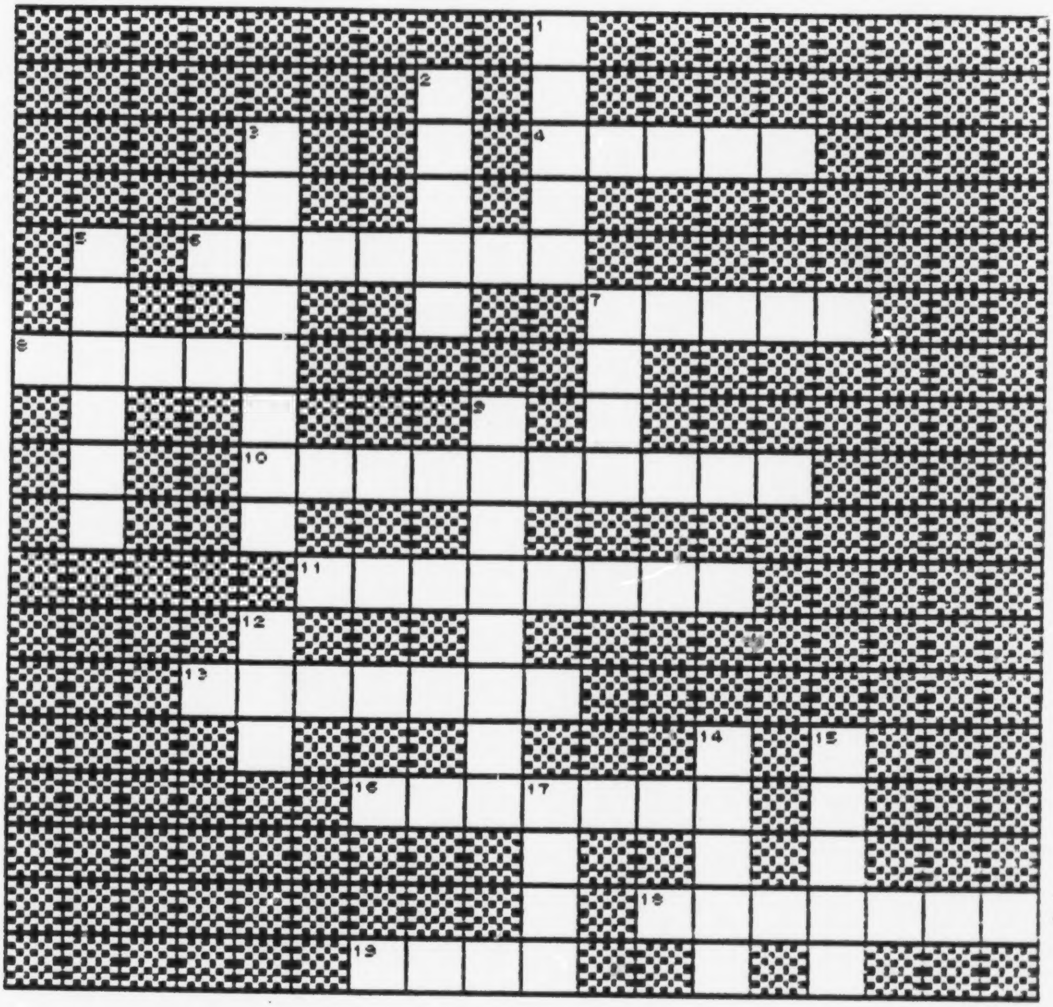
# LA ESCUELA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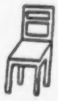

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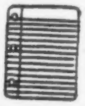

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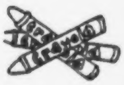

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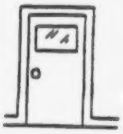

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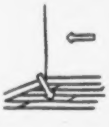

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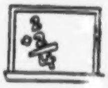

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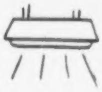

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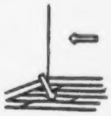

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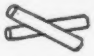

Atraves

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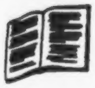

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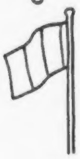

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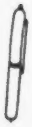

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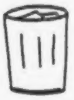

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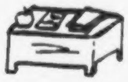
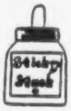

Sticky Stuck

11


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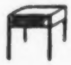

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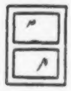

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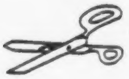

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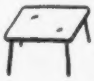

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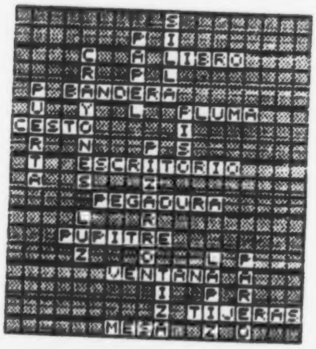
## LA ESCUELA



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| | | | | | | | P | | I | | | | | | | | |
| | | | | C | | | A | | L | I | B | R | O | | | | |
| | | | | R | | | P | | L | | | | | | | | |
| | P | | B | A | N | D | E | R | A | | | | | | | | |
| | U | | | Y | | | L | | | P | L | U | M | A | | | |
| C | E | S | T | O | | | | | | I | | | | | | | |
| | R | | | N | | | | P | | S | | | | | | | |
| | T | | | E | S | C | R | I | T | O | R | I | O | | | | |
| | A | | | S | | | | Z | | | | | | | | | |
| | | | | | P | E | G | A | D | U | R | A | | | | | |
| | | | | L | | | | R | | | | | | | | | |
| | | | P | U | P | I | T | R | E | | | | | | | | |
| | | | | Z | | | | O | | | | L | | P | | | |
| | | | | | | V | E | N | T | A | N | A | | A | | | |
| | | | | | | | | | I | | | P | | R | | | |
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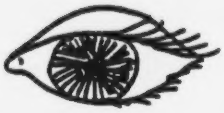
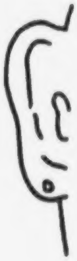


# EL CUERPO

P Y Y N D Z M X P V V B A P C X M S
W W E X U C B M E J G J R C J B A T
S C P W M A I H L R L Y H X U H C R
C K Y Q Y M Y H O M B R O W I B W G
T E P W H A C U E R P O J R E J Z D
V J Q N O N A R I Z I D I E N T E S
O L Y P J O B E C W E I F V Z T N E
S E B F O R E J A P R L O T R P D Z
E A B B R A Z O R B N L S Y W S T P
D E D O E Y A Z A Q A A Z T K Y E A
N A B C F U X Z A F F W V K T T T G
O N E A A D N C B R V Z K B G E N Y



Busca Las Palabras

DIENTES
CUERPO
NARIZ
BOCA
DEDO
PIE

RODILLA
PIERNA
OREJA
PELO
MANO

HOMBRO
CABEZA
BRAZO
CARA
OJO

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# Answer Key for:

## EL CUERPO

```
. . . . . . . . P . . . . . . . . .
. . . . . . . . E . . . . . . . . .
. . . . . . . . L . . . . . . . . .
. . . . . M . H O M B R O . . . . .
. . . . . A C U E R P O . . . . . .
. . . . O N A R I Z I D I E N T E S
. . . . J O B . C . E I . . . . . .
. . . . O R E J A . R L . . . . . .
. . . B R A Z O R . N L . . . . . .
D E D O . . A . A . A A . . . . . .
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. . . A . . . . . . . . . . . . . .
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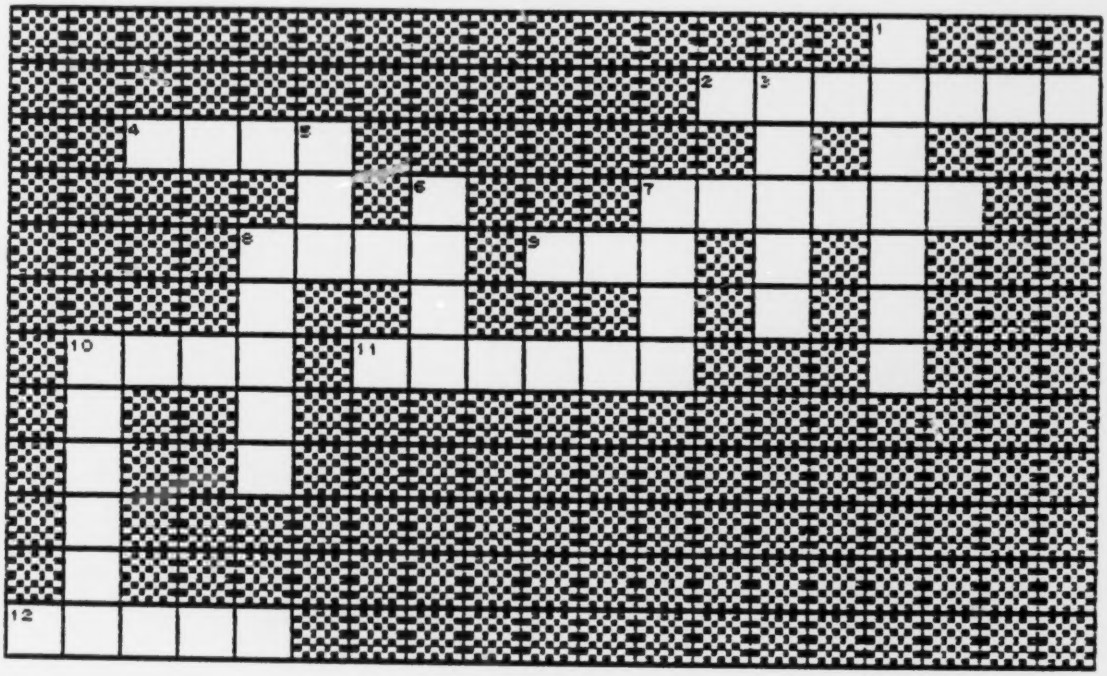
# EL CUERPO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## Abajo

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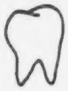

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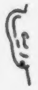

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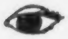

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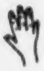

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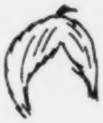

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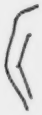

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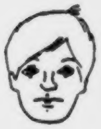

## Atraves

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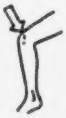

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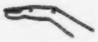

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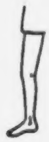

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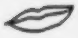

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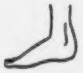

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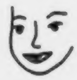

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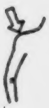

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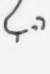

MPS- 266

## EL CUERPO

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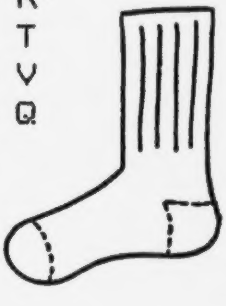
| ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | R | O | D | I | L | L | A |
| ▨ | ▨ | D | E | D | O | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | R | ▨ | E | ▨ | ▨ | ▨ |
| ▨ | ▨ | ▨ | ▨ | ▨ | J | ▨ | M | ▨ | ▨ | ▨ | P | I | E | R | N | A | ▨ | ▨ |
| ▨ | ▨ | ▨ | ▨ | B | O | C | A | ▨ | P | I | E | ▨ | J | ▨ | T | ▨ | ▨ | ▨ |
| ▨ | ▨ | ▨ | ▨ | R | ▨ | ▨ | N | ▨ | ▨ | ▨ | L | ▨ | A | ▨ | E | ▨ | ▨ | ▨ |
| ▨ | C | A | R | A | ▨ | H | O | M | B | R | O | ▨ | ▨ | ▨ | S | ▨ | ▨ | ▨ |
| ▨ | A | ▨ | ▨ | Z | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| ▨ | B | ▨ | ▨ | O | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| ▨ | E | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| ▨ | Z | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| N | A | R | I | Z | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |

MPS- 267

# LA ROPA

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Y | B | K | D | F | N | D | G | S | C | F | R | H | S | F | V | R | S | B |
| T | S | C | I | W | A | M | V | T | Y | S | M | N | O | X | S | U | P | N |
| U | B | T | A | E | R | K | A | H | H | U | Q | G | M | M | O | R | I | F |
| B | F | V | X | T | Z | T | D | O | G | S | Q | J | B | Q | M | K | W | Q |
| C | A | M | I | S | A | B | R | I | G | O | M | I | R | W | B | E | K | Z |
| X | J | I | D | F | F | Z | J | W | W | Q | L | R | I | B | R | J | K | X |
| P | A | B | F | F | A | L | D | A | B | N | X | V | L | X | E | F | A | L |
| V | S | V | E | S | T | I | D | O | S | C | X | K | L | K | R | F | V | A |
| N | I | R | B | U | O | X | F | G | F | A | N | T | A | L | O | N | E | S |
| F | H | B | T | H | S | A | N | D | A | L | I | A | S | Q | L | Y | S | R |
| F | J | N | E | T | U | H | B | L | F | C | H | A | Q | U | E | T | A | U |
| S | P | J | K | N | E | S | N | C | H | E | W | T | F | L | N | T | K | J |
| N | Z | H | I | Z | T | Y | F | E | W | T | M | I | U | T | T | U | A | Z |
| E | H | X | K | D | E | E | Y | C | C | I | D | D | M | A | E | Y | D | R |
| R | K | E | S | H | R | I | E | U | Y | N | A | U | L | C | S | F | N | T |
| Q | B | K | Z | K | A | V | S | K | E | E | M | J | J | J | T | N | C | V |
| O | Z | D | O | N | D | Y | B | L | U | S | A | V | I | J | Z | S | N | Q |



Busca Las Palabras

CALCETINES
SANDALIAS
ZAPATOS
ABRIGO
FALDA

FANTALONES
CHAQUETA
VESTIDO
LENTES
BLUSA

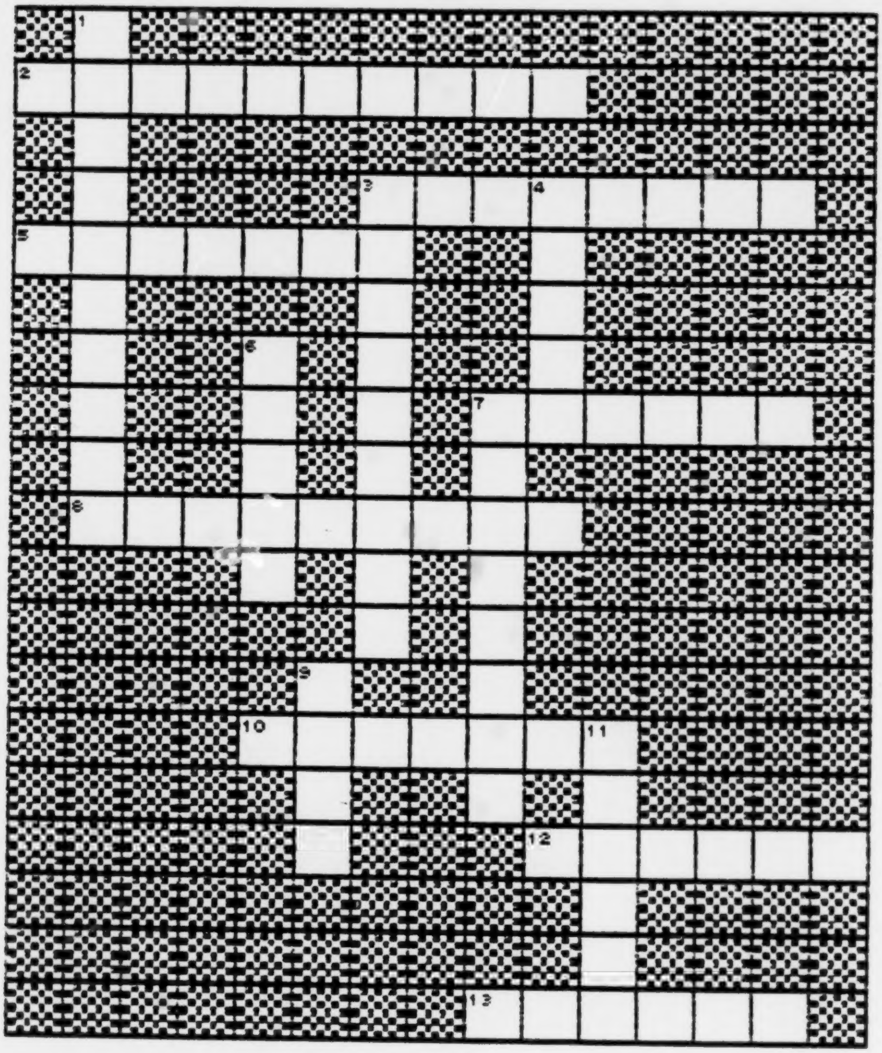
SOMBRILLA
SOMBRERO
SUETER
CAMISA
FAJA

## Answer Key for:

LA ROPA

```
. . . . . . . . . . . . . S . . . . .
. . . . . . . . . . . . . O . S . . .
. . . . . . . . . . . . . M . O . . .
. F . . . Z . . . . . . . B . M . . .
C A M I S A B R I G O . . R . B . . .
. J . . . P . . . . . . . I . R . . .
. A . . F A L D A . . . . L . E . . .
. . V E S T I D O . C . . L . R . . .
. . . . . O . . . P A N T A L O N E S
. . . . . S A N D A L I A S . L . . .
. . . . . U . . . . C H A Q U E T A .
. . . . . E . . . . E . . . . N . . .
. . . . . T . . . . T . . . . T . . .
. . . . . E . . . . I . . . . E . . .
. . . . . R . . . . N . . . . S . . .
. . . . . . . . . . E . . . . . . . .
. . . . . . . B L U S A . . . . . . .
```

# LA ROPA


1
2
3
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8
9
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11
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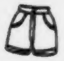
13

## Abajo

1


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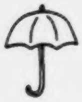

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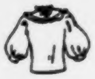

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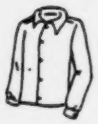

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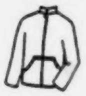

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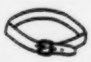

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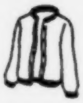

## Atraves

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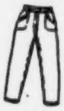

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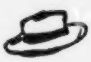

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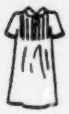

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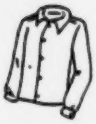

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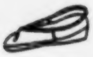

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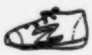

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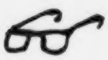

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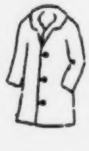

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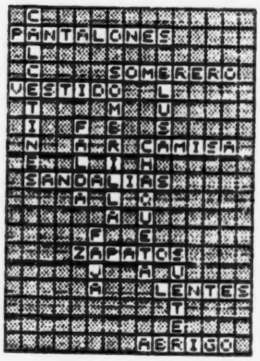
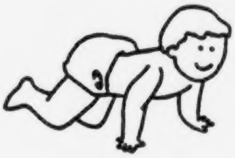
## LA ROPA

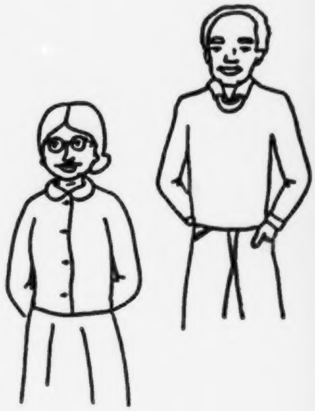


| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | C | | | | | | | | | | | | | |
| P | A | N | T | A | L | O | N | E | S | | | | | |
| | L | | | | | | | | | | | | | |
| | C | | | | | S | O | M | B | R | E | R | O | |
| V | E | S | T | I | D | O | | | L | | | | | |
| | T | | | | | M | | | U | | | | | |
| | I | | | F | | B | | | S | | | | | |
| | N | | | A | | R | | C | A | M | I | S | A | |
| | E | | | L | | I | | H | | | | | | |
| | S | A | N | D | A | L | I | A | S | | | | | |
| | | | | A | | L | | Q | | | | | | |
| | | | | | | A | | U | | | | | | |
| | | | | | F | | | E | | | | | | |
| | | | | Z | A | P | A | T | O | S | | | | |
| | | | | | J | | | A | | U | | | | |
| | | | | | A | | | | L | E | N | T | E | S |
| | | | | | | | | | | T | | | | |
| | | | | | | | | | | E | | | | |
| | | | | | | | | A | B | R | I | G | O | |



# ¡BUENOS DIAS, SEÑOR!

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U | Q | V | R | F | K | B | F | K | F | Y | O | G | X |
| P | K | W | Y | Z | H | E | A | S | P | W | S | Z | C |
| A | E | W | D | T | M | Q | M | C | X | L | R | V | E |
| J | V | J | M | C | U | N | I | N | O | B | K | C | A |
| W | G | L | C | T | J | D | L | L | S | J | B | E | K |
| T | S | W | T | V | E | D | I | I | B | N | B | G | I |
| E | C | F | H | E | R | M | A | N | A | Y | M | Y | A |
| Y | Y | W | O | A | B | U | E | L | A | E | N | H | S |
| N | N | U | M | V | O | C | T | K | V | B | E | W | A |
| A | I | B | B | H | V | H | H | E | R | M | A | N | O |
| N | Z | O | R | M | P | A | D | R | E | U | U | A | L |
| Q | R | Y | E | J | N | C | T | M | J | C | M | W | P |
| N | X | C | S | V | I | H | T | Y | S | H | T | J | M |
| M | U | G | S | E | N | O | R | I | T | A | S | W | I |
| A | B | U | E | L | O | N | G | P | J | C | U | K | Q |
| D | E | M | N | X | S | F | I | I | L | H | U | X | B |
| R | B | X | O | P | K | A | F | C | L | A | H | Z | H |
| E | E | R | R | L | V | F | E | L | G | O | G | K | N |
| F | N | T | A | B | W | Q | Z | B | E | G | B | U | Y |



Busca Las Palabras

SEÑORITA
HERMANA
SEÑORA
HOMBRE
MADRE
BEBE

MUCHACHA
HERMANO
ABUELA
SEÑOR
NIÑOS
NIÑO

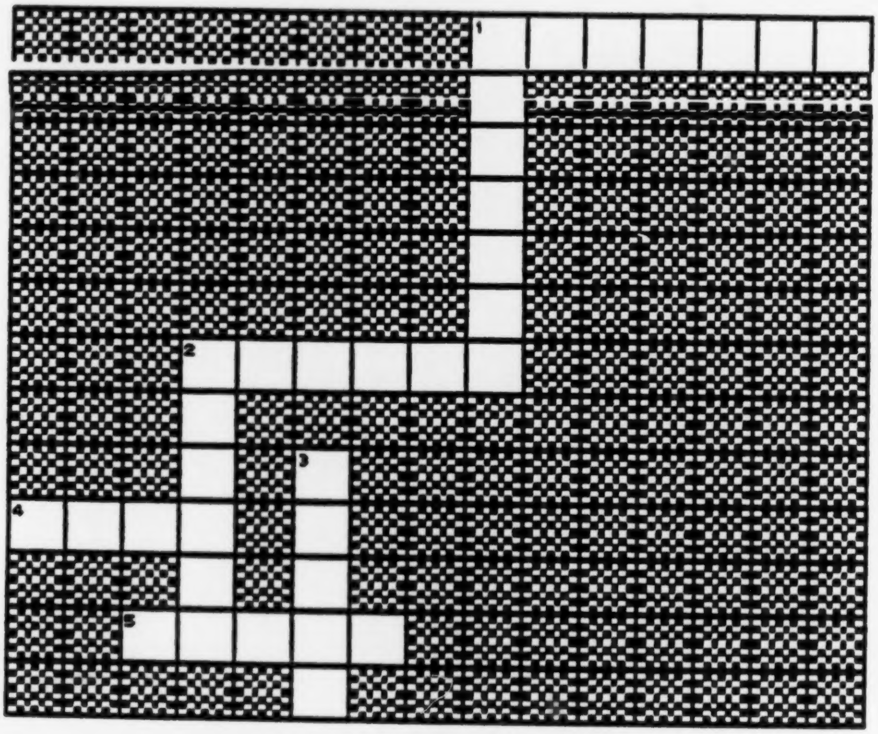
MUCHACHO
FAMILIA
ABUELO
PADRE
MUJER

## Answer Key for:

¡BUENOS DIAS, SEÑOR!

```
. . . . . . . F . . . . . .
. . . . . . . A . . . . . .
. . . . . M . M . . . . . .
. . . . . U N I N O . . . .
. . . . . J . L . . . . . .
. . . . . E . I . . . . . .
. . . H E R M A N A . . . .
. . . O A B U E L A . . . .
. . . M . . C . . . . . . .
. . . B . . H H E R M A N O
. . . R . P A D R E U . . .
. . . E . N C . . . C . . .
. . . . . I H . . . H . . .
M . . S E N O R I T A . . .
A B U E L O . . . . C . . .
D E . N . S . . . . H . . .
R B . O . . . . . . A . . .
E E . R . . . . . . . . . .
. . . A . . . . . . . . . .
```

# LA FAMILIA



Abajo

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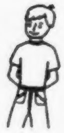

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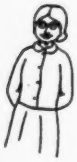

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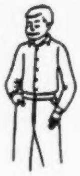
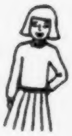


Atraves

1.



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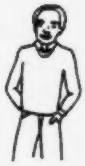

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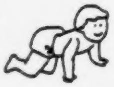
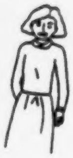


5.



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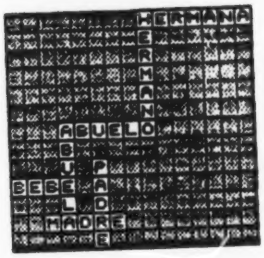
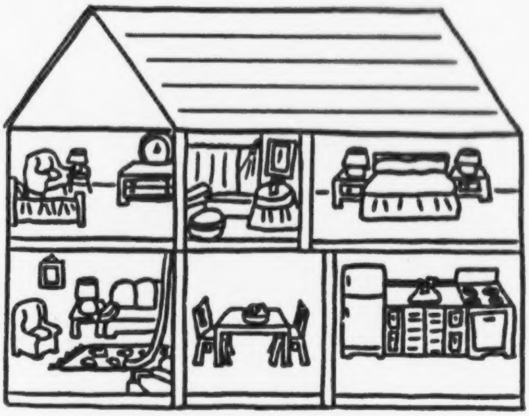
## LA FAMILIA


HERMANA
HERMANO
ABUELO
ABUELA
PADRE
BEBE
MADRE



# LA CASA

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | R | R | U | C | F | P | V | I | M | W | Q | R | U | S | S | G |
| M | S | M | D | E | S | S | I | L | A | M | P | A | R | A | P | F |
| N | L | U | G | N | W | H | W | N | L | R | G | D | D | Z | E | L |
| W | V | I | D | Y | N | K | T | Z | F | E | C | I | A | A | O | X |
| Z | P | B | M | U | Z | D | O | H | O | M | R | O | O | F | T | V |
| P | L | Q | A | Z | J | T | C | A | M | A | O | R | V | E | X | X |
| B | Y | X | R | A | P | A | A | C | B | K | W | B | L | C | O | K |
| P | C | Y | C | O | M | E | D | O | R | M | I | T | O | R | I | O |
| B | A | N | O | M | Q | O | O | R | A | C | D | E | R | I | Q | H |
| A | S | F | C | W | N | J | R | T | Z | Q | F | L | K | R | V | Z |
| F | A | S | I | L | L | A | S | I | E | K | P | E | N | I | X | Y |
| T | J | W | N | Q | S | E | U | N | J | Y | A | V | D | B | U | O |
| M | E | S | A | H | D | L | S | A | L | A | R | I | X | F | C | D |
| E | A | H | R | I | O | X | I | S | K | Z | X | S | P | A | Q | L |
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| T | W | U | W | Z | V | O | C | W | I | X | X | O | O | M | N | A |
| A | A | F | Q | V | Q | N | S | G | E | R | N | N | M | H | R | R |

Busca Las Palabras

TELEVISION
ALFOMBRA
COMEDOR
SILLA
BAÑO

DORMITORIO
TOCADOR
COCINA
CAMA
SALA

CORTINAS
LAMPARA
RADIO
MESA
CASA

## Answer Key for:

### LA CASA

```
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. . . . . . . . L A M P A R A . .
. . . . . . . . . L . . D . . . .
. . . . . . . T . F . . I . . . .
. . . . . . . O . O . . O . . . .
. . . . . . . C A M A . . . . . .
. . . . . . . A C B . . . . . . .
. C . C O M E D O R M I T O R I O
B A N O . . . O R A . . E . . . .
. S . C . . . R T . . . L . . . .
. A S I L L A . I . . . E . . . .
. . . N . . . . N . . . V . . . .
M E S A . . . S A L A . I . . . .
. . . . . . . . S . . . S . . . .
. . . . . . . . . . . . I . . . .
. . . . . . . . . . . . O . . . .
. . . . . . . . . . . . N . . . .
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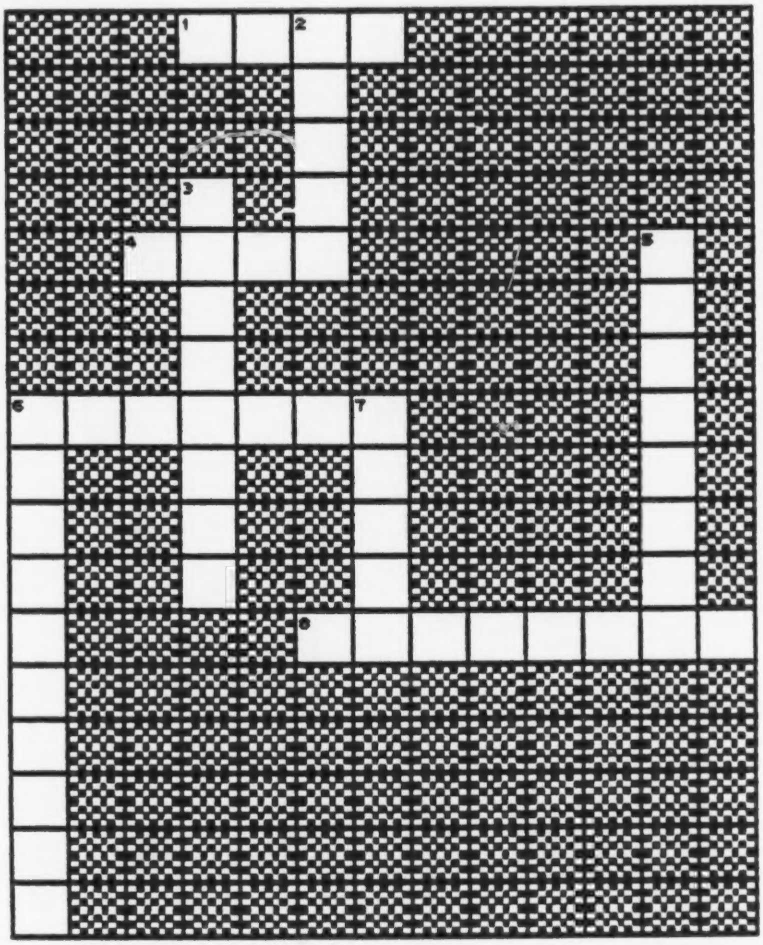
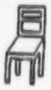
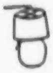
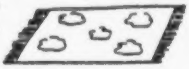
## LA CASA

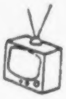


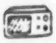
### Abajo

2. 

3. 

5. 

6. 

7. 

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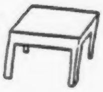
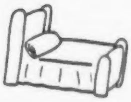
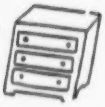
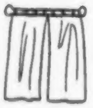
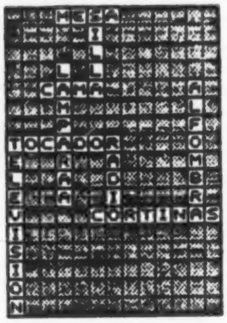
1. 

4. 

6. 

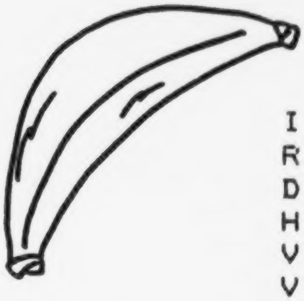
8. 

LA CASA


MESA
SILLA
CAMA
TOCADOR
ALFOMBRA
TELEVISION
CORTINAS

MPS- 279

# ¡VAMOS A COMER!



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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | M | H | Y | G | G | F | S | G | D | F | I | W | P | J | R | Y |
| R | A | L | T | X | J | S | S | D | C | O | T | F | D | H | Z | A |
| D | N | S | C | U | Z | S | H | G | E | Y | Z | D | O | A | V | Q |
| H | Z | T | B | B | B | Y | V | C | M | O | L | A | A | F | I | M |
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| Q | N | O | X | E | G | A | A | W | O | C | M | F | R | U | T | A |
| U | J | P | N | C | U | C | H | I | L | L | O | B | W | C | V | P |
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| A | D | I | U | E | S | E | R | V | I | L | L | E | T | A | Z | A |
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| Q | Z | J | S | V | E | R | I | C | P | S | U | O | T | E | E | R |
| Q | Y | M | A | G | M | A | I | Z | W | Y | G | T | E | S | V | S |
| P | C | R | W | R | U | S | D | V | N | B | A | N | A | N | A | T |

Busca Las Palabras

SERVILLETA
ALMUERZO
GALLETA
NARANJA
TOMATE
LECHE
FRUTA
PAPA
PAN

ZANAHORIA
CUCHARA
LECHUGA
MANZANA
BANANA
QUESO
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CUCHILLO
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VERDURA
HELADO
PLATO
CARNE
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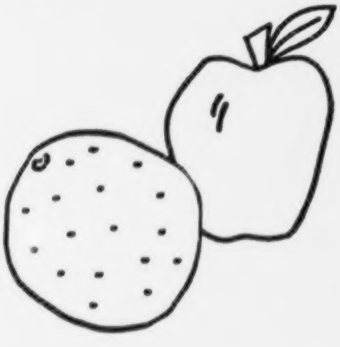
UVAS



## Answer Key for:

### ¡VAMOS A COMER!

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. A . . . . . . . . . . . . . . .
. N . . . . . . . . . . . . . . .
. Z . . . . . . . . . . . . . . .
. A H . . . . . . . . P . . . . .
. N E . . . . . . . . L . . . . .
. A L M U E R Z O . C A R N E . .
. R A . . . G A L L E T A . . . .
. A D . L P A N . . . O . . C . P
. N O . E . . A . . . . F R U T A
U J . . C U C H I L L O . . C . P
V A S O H . V O . . . . . . H . A
A . . . E S E R V I L L E T A Z A
S . . . . . R I T E N E D O R . .
. . . . . . D A . . . C . M A . .
. . . . . Q U E S O . H . A . . .
. . . . . . R . . . . U . T . . .
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. . . . . . . . . . B A N A N A .
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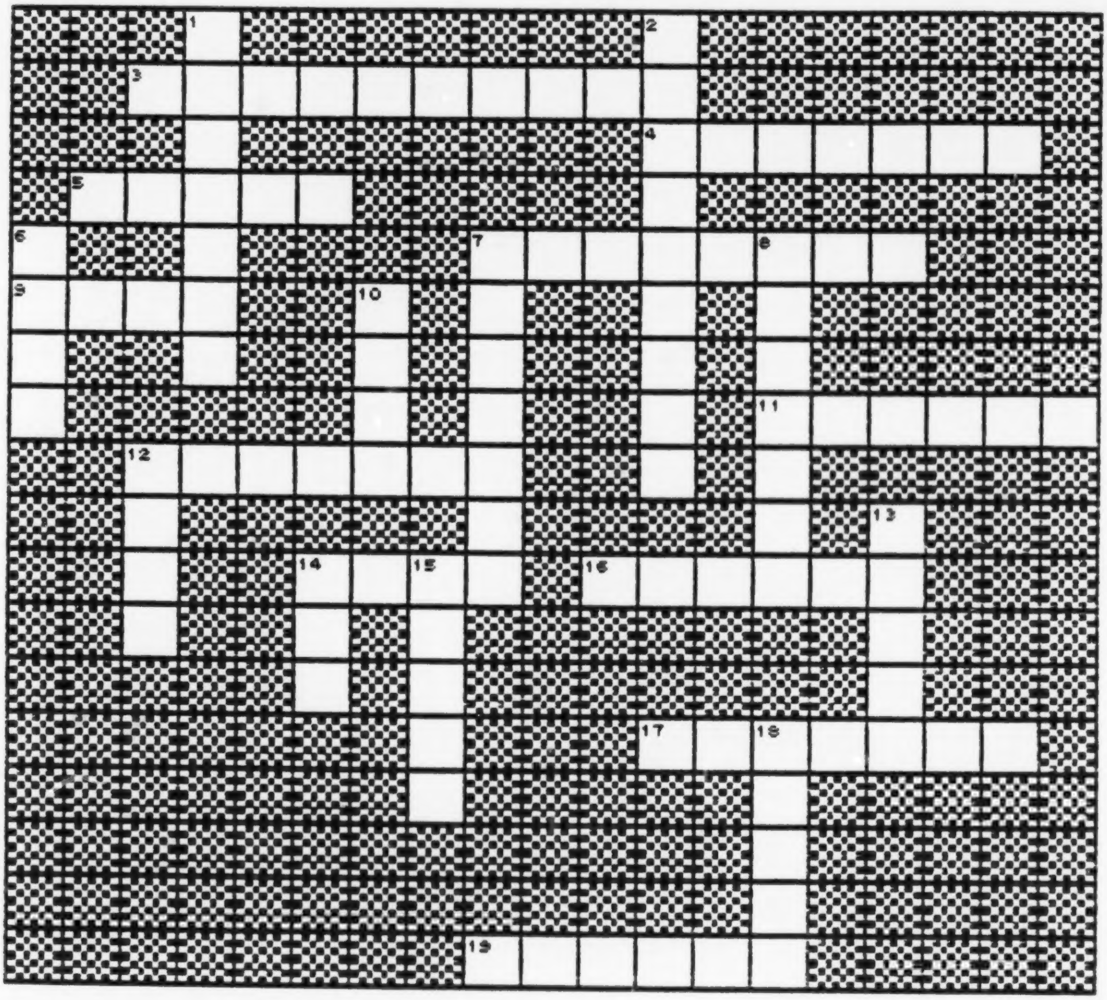
# VAMOS A COMER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## Abajo

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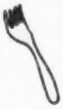

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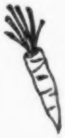

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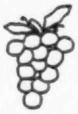

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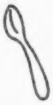

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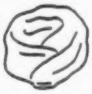

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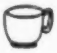

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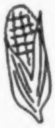

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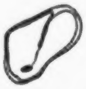

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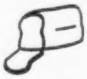

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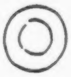

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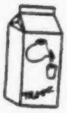

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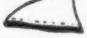

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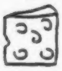

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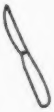

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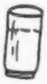

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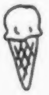

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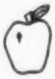

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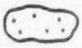

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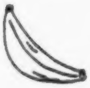

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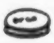

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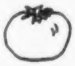
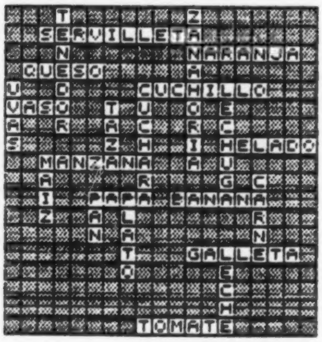


VAMOS A COMER



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| ▨ | ▨ | S | E | R | V | I | L | L | E | T | A | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| ▨ | ▨ | ▨ | N | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | N | A | R | A | N | J | A | ▨ |
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| ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ | H | ▨ | ▨ | ▨ | ▨ | ▨ |
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